

The Catholic School Journal

For Pastors and Teachers.

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Success in Sunday School Work...How it May be Attained.

BY

REV. THOMAS McMILLAN, C. S. P., Church of St. Paul the Apostle, New York City.

The teaching of Christian Doctrine is an imperative duty, binding on clergy and laity. In many parishes, the most important work for children must be done in the Sunday School by volunteer teachers. Priests see clearly that their efforts, to be profitable and far-reaching, must be helped out by many auxiliary agencies, and to such work more than ever, are the laity at present called and fitted. Teachers of experience, can do no more profitable work for the glory of God and their own spiritual welfare, than to become share-holders in the good work of the Sunday School, by giving time and energy to our young Catholics in need of instruction. The most interesting phases of child study may be seen to great advantage, while teaching the words of Christ to the little ones who are so dear to His Sacred Heart.

The history of the Church furnishes many examples of zeal in the teaching of Christian Doctrine. Illustrious Cardinals and Bishops have cheerfully performed the service assigned to catechists. St. Cyril of Jerusalem and St. Charles Borromeo may be mentioned as most conspicuous patrons of the work of teaching the great truths contained in the Catechism. The high approval of the successors of St. Peter, may be seen from the following statement of the indulgences granted in favor of the study of Christian Doctrine, as found in the Raccolta.

INDULGENCES FOR TEACHER AND STUDENT.

The Sovereign Pontiff Clement XII, by a brief, May 16, 1736, granted: "An indulgence of seven years and seven quarantines to all the faithful, every time that being truly penitent after confession and communion, they shall teach or learn the Catechism."

To those who have the pious custom of teaching assiduously or learning the Catechism of Christian Doctrine he granted: "A plenary indulgence on Christmas Day, Easter Sunday, and on the feasts of the holy apostles, SS. Peter and Paul, provided that, being truly penitent, after confession and communion, they shall pray for peace and union among Christian princes, for the extirpation of heresy, and for the triumph of Holy Mother Church."

To encourage all the faithful ever more and more to teach or to learn the Christian Doctrine, the Sovereign Pontiff Paul V, by a constitution, Oct. 6, 1571, granted the following indulgences: "To school teachers who, on feast days, shall take their scholars to Catechism and teach it to them, an indulgence of seven years every time."

To teachers who, on work days, shall explain the Catechism in their schools: "An indulgence of one hundred days every time."



To fathers and mothers, every time they shall instruct their children and domestics in the Christian Doctrine: "An indulgence of one hundred days."

To all the faithful of every age who are accustomed to assemble in school or in church to learn the Christian Doctrine, provided they go to confession on all the feasts of the Blessed Virgin: "An indulgence of three years on all of these feasts."

To those who, in addition, shall receive Holy Communion on the same feasts: "An indulgence of seven years."

THE ESSENTIALS OF A TEACHER.

Bishop Spalding has won distinction by the unique enthusiasm awakened by his books and his invigorating discourses on educational work. Following the opinion of Montaigne, he holds that the teacher needs a well made, rather than a well filled head, which is his way of saying that learning is of less importance to the educator, than an open and sincere mind, capable of judging with fairness and of reasoning with accuracy. Thus a father or a mother, simple and unlettered, but endowed with good sense and with love of truth and justice, has a more profound and lasting educational influence on the child, than any which may be exerted by the doctors of the universities.

WHEN EDUCATION SHOULD BEGIN.

Educational work for city children ought to begin at the age of five or six. In rural districts where there are beautiful gardens and a favorable

environment, it may be deferred to a later date. But in the city where there is no playground provided for the crowded houses, it is necessary to begin early and if possible under the most pleasant surroundings. While the plans of the church for the welfare of the children may be very effective, and the work for the little ones thoroughly done, the home has the largest share of the time of the child's life, and we are obliged in many instances to state that the home is not fully in accord with the high ideal of the Church and the Sunday School. The use of correct language may be taught in the school; the home may not carry it out. The father unfortunately may use profane or vulgar language. Every educational system requires the constant co-operation of the home. Sometimes we find that the father is disposed to leave the whole burden of the children on the mother. He may have urgent demands of business; he may be tired, he may be worried; but the mother has a good deal to do looking after the physical welfare of the child. We want the father to inquire often as to whether the boys are making progress. It is not enough for him to authorize the mother to carry out his will; he must exert his own personal influence upon the mind of his boy.

ASSOCIATIONS AND ENVIRONMENT.

The father ought to know the out door associations of his boy; who are his companions and what is he doing on the street. The Sunday School may aid him to form many valuable friendships, but some of the boys in the block may have a power over him which is not for his good. Boys who have an abundance of spending money are sought out by the young loafers. By scientific writers it is claimed that even in the best conditions of society, no matter how high the civilization may be, there is always a submerged tenth which no power seems able to elevate. That submerged tenth in New York makes itself conspicuous on the streets, especially at night. It represents the school of vice and crime. That rough element seeks out the boys having money, and with words of praise gives a guarantee of protection for hard cash. However good his home surroundings, no boy is entirely secure from the effects of flattery, especially if he has had any introduction to the criminal literature which the street gamin is sure to provide. The parent suddenly discovers, often when it is too late, that his boy has changed for the worse, by contact with the criminal element, the submerged tenth on the corner.

THE GREAT PAULIST SUNDAY SCHOOL.

By special request a short statement is here given of the Sunday School established many years ago in New York City by the Paulist Fathers. The children of all grades from five to seventeen years of age have a separate place for assembling, with an entrance under the main door of the church. It is called St. Michael's Chapel and is fully given every Sunday morning to the junior members of the congregation. The Mass begins at nine o'clock, and afterwards we have instruction in Christian Doctrine, and the distribution of books and papers for home reading. We claim a great deal for the Sunday morning gathering of all, including the children who attend the parish school. It represents an event in the life of the

child. If you have had a chance to notice the little ones on the way there, you may have seen how eagerly they hurry along, how joyously they make the journey to the Sunday School. Some of the eminent educators tell us, that it is a great triumph in itself, when you get the affection of the child, working in harmony with its own advancement.

WHY THE SCHOOL IS SUCCESSFUL.

One of the reasons why the children like to come, is because the teachers make an effort to give a pleasant greeting, to have the Sunday School through later years associated with pleasant memories, and especially to make it the centre of Christian friendships between the teachers and among the children themselves. There is no power stronger in the building of character than the school friendship. It is difficult to find anything that exerts an influence at all to be compared to that which comes from one child upon another. The strong characters take the lead, others follow. This is an argument against what may be called the solitary development of a child even in the most comfortable home. When entirely alone, the child loses that element of competition which arises from contact with other children. When school friendships are formed judiciously there is a great advantage in bringing out of latent abilities, and also as a preparation for after life. There is a time for every human being, when the surroundings of home no longer suffice; when it becomes necessary to go into the outer world to meet a great many different types of people, including some inclined to be vicious. One that is developed at home, without the influence of companions, is at a great disadvantage in the battle of life. This is a most important consideration for parents, especially in the training of boys. No doubt some parents have the dread that their sons may meet other boys not up to their standard of refinement. But there seems to be no other way to secure the growth of sturdy, self-reliance so needful in the struggle for success. The association among children in Sunday School serves as an introduction to society, and is also a help towards progress in that outer world for which every one must be prepared.

WHAT FATHER HECKER WROTE.

In accordance with these plans the teaching of Christian Doctrine is conducted at St. Paul's Sunday School. Beginning in the year 1860, Father Hecker gave a large share of attention to the work for the children. In one of his books he wrote: "The Catholic Church, like her Divine Master, draws from the mouths of babes and sucklings her most perfect praise. The altar, the Crucifix, the robed priests, the surpliced acolytes, the pictures and the statues of holy saints, the stained windows, the organ, the bells, all combine together to give the child's picture-loving mind a better and more sublime idea of religion than years of reading and preaching can do." It is a long time since Father Hecker wrote that passage just quoted, and yet it is in full accordance with the latest thought upon this subject. He used to say, "Never forget the background of your own personal experience; no matter what you may learn from books, you can trust the knowledge you get from your own study of character."

IMPORTANCE OF UNDERSTANDING CHILDREN.
In this respect he was favored indeed, because

he had such a broad experience, starting in early life to work for his own living in his father's store as a baker of bread. He knew the boys on his block in New York City—on the East Side, down town; no doubt he was a general favorite among them. The broad and high culture which came to him in later life never caused him to forget that early experience, especially in dealing with children. He knew what he liked when he was a child himself. Some of the most beautiful stories of the Young Catholic were suggested by him, setting forth incidents of his early career. He wished to have the Sunday School as the fortress of Christian life for the young; a place for the building of character to give strength in resisting vicious surroundings. He fully realized the advantage of securing professional teachers to get the best results in the study of religious truth. His desire to encourage the reading habit among the young led him in 1870 to institute the Young Catholic, which is still distributed in the Sunday School.

SUPPLY GOOD READING.

The supply of good reading directly assists the home work, because it is in the home the paper is to be read. In many instances the father and the mother, the aunts and the uncles and the grand parents, enjoy the paper with the children. Another institution which Father Hecker had in view, was the free circulating parish library. It was one of the first to be started for the children in the city of New York; and the work of that library has been continued to the present day. It may be of interest to give some of the figures in regard to the attendance of children at religious instruction. In the year 1870 there were about 900 scholars; in 1880, about 1,200; at the close of 1895 the records show fully 2,000 in attendance at the Sunday School. By a division of the parish the attendance is now reduced to about 1,600. The number of adults and children confirmed within two years was over 1,000. For First Communion there were 186 boys and 192 girls, making a total of 378. Only about half of this number were baptized in the parish. The records of baptism are to be found in about fifty other churches, which may be taken as conclusive proof of the recent growth of population in this locality.

CLERGY MUST SECURE CO-OPERATION OF LAITY.

The Catholic Church is the church of the people. To bring this truth home to the masses, the educated Catholic laity should be seen united with the clergy in unselfish devotion to their welfare and happiness. The people are capable of recovery from the wounds made by sin and neglect, however deep-seated the disease. But to effect their conversion, in addition to prayer and preaching they need to see Christ moving among the multitude, healing their infirmities in the person, not only of the priests but of Catholic men and women like themselves, bound by no official duty.

The people are more readily convinced by deeds than by words. When they see educated men and women with superior social advantages, devote a substantial part of their life and of their fortune to bettering the lives of the poor, working earnestly and humbly in subordination to their clergy, then will the people turn to them instinctively with respect and bow down before the religion which is presented to them in so admirable social form.

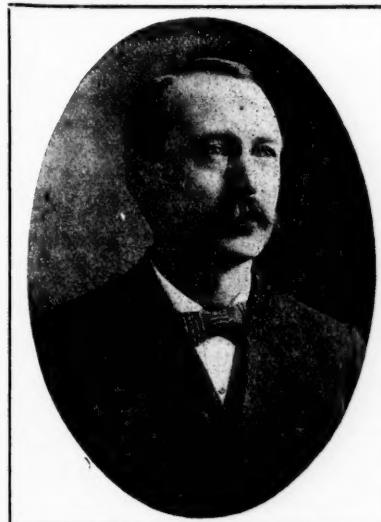
The Value of Summer Institutes.

By Dr. EDWARD McLAUGHLIN,

FORMERLY SECRETARY COLUMBIAN CATHOLIC SUMMER SCHOOL.

[Mr. McLaughlin, who is now principal of one of the largest graded schools in Chicago, will take a prominent part in the institute work at the Columbian Catholic Summer School, this year.]

If Catholic schools would meet their earnest obligations, and serve their patrons as duty and reason dictate, they must keep up with the current of educational thought and progress. They have a solemn and sacred motive for their exis-



tence, and to accomplish their high and holy purpose even partially, they must adopt and pursue the wisest and truest educational doctrine and method.

The present is a time of unusual and profound educational activity, and only the active and progressive can justly claim attention or consideration. The last decade has been one of broad and deep educational study and research,—the history of education has been authentically and elaborately written and diligently studied, educational systems and methods have been investigated and considered with the greatest care, psychology as applied to teaching has been studied with absorbing and thoughtful attention, the creeds of the great masters have been made to reveal and reflect more clearly the great conceptions and fundamental truths of education, and the nature and processes of mental growth and development have been explained with the most convincing and conclusive results, and only those who have kept pace with the great march of educational theory and principles, those in whom a professional pride has been stimulated and in whom a sense of professional responsibility has been invigorated, can rightfully presume to have and to enjoy the confidence, support and appreciation of a people solicitous for the minds and souls of their children.

TIMES DEMAND COMPETENT TEACHERS.
Catholic schools must not rely upon their reli-

gious character for maintenance, they must establish their merit and demonstrate it by their ability and efficiency. Incompetent teachers should not be employed or tolerated in Catholic schools any more than they should be in secular schools. The name of religion should not be dishonored, nor the confidence and intelligence of a faithful people betrayed and abused, by placing and protecting unqualified persons in charge of the education of children—Christ's sweetest and loveliest angels. The time has come when teachers in any and all schools, schools of every kind and character, must be employed for their fitness and competency and retained for their efficiency and excellence of head and heart.

THE VALUE OF INSTITUTE WORK.

Three ways are open to the teachers of Catholic schools, in which they may receive the necessary training and inspiration for their responsible work—normal schools, university extension courses in psychology and pedagogy, and teachers' institutes. Of these, the latter is, perhaps, the most attainable and preferable; and the Catholic people are to be congratulated upon the fact that institutes for Catholic teachers are now regularly held in all sections of the country. They are agents of great value and power and can do a great work in unifying and strengthening the work of Catholic schools. Skillfully and competently conducted, they arouse a more intelligent earnestness and enthusiasm; they direct to new and better ways of teaching; they stimulate thought in the proper presentation and development of school studies; they emphasize the necessity of truth, comprehensive knowledge, and procedure in the field of educational endeavor; and they inspire teachers with a new desire and a new love for success in their noble and exalted work. These institutes are often the only available instrumentality for the promotion of the teacher's profession, and the Catholic clergy and laity should unit in their efforts to give practical and systematic encouragement to their continuance and extension.

SUGGESTIONS AS TO PROGRAM.

The institute should be a school having a definite course of study, and the work should be connected and progressive. Disconnected and desultory work is unsatisfactory. The specific work to be done may be limited to one or more of the following subjects: 1. History and Philosophy of Education, 2. Psychology, as applied to teaching, 3. The art of study, 4. Purposes and methods of the recitation, 5. Qualifications of teachers, 6. Applied methodology.

Under the head of "Applied Methodology" the following outlines are suggested for the consideration of institutes:

READING.

1. Meaning.
2. Relative value as a school study.
3. Chief mission in primary reading.
4. Methods.
 - (a) Synthetic—Alphabet and phonic,
 - (b) Analytic—Word and sentence.
5. Assignment of lesson—things to be considered and done.
6. Recitation—purpose, method.
7. How to secure good reading.
8. Importance of cultivating a taste for good reading.

LANGUAGE AND GRAMMAR.

1. Outline of study—What should be done in each grade up to and through the high school.
2. Where, in the course of study, should formal grammar begin?
3. Distinguish between the nature and purpose of language lessons and lessons in formal grammar, and the methods to be pursued in teaching each.
4. Absolute and relative value of analysis, diagramming, and parsing.
5. The best way to correct ungrammatical expressions.
6. The historical study of language.

SPELLING.

1. Should spelling be taught incidentally or regularly?
2. Why are the results in spelling so unsatisfactory?
3. Best method of teaching.
4. Best plan for correcting spelling papers.
5. Sources from which to draw lessons.

HISTORY.

1. Difference between historical facts and the philosophy of history.
2. Value of biography.
3. Meaning and purpose of history.
4. Correlation with geography and language.
5. Related readings—novels, poems, orations, etc.
6. Value of pictures and maps as historical aids.
7. Historical epochs or periods in American history—pre-colonial, colonial, revolutionary, and constitutional.
8. What should be taught in each period?
9. Topical study, recitation and review.

STUDY.

1. Objects and ends.
2. Conditions favorable for study.
3. Methods.
4. Incentives—proper and improper.
5. The teacher's duty in aiding pupils to study, and how performed.

THE RECITATION.

1. Objects and ends.
2. Conditions favorable for.
3. Methods of conducting.
4. Methods of answering or reciting.
5. Relative value of class recitation and individual instruction.

PSYCHOLOGY.

1. Meanings as applied to teaching.
2. Necessity of psychological knowledge on part of the teacher.
3. Distinction between education, instruction, training and teaching.
4. Mistakes in education.
5. The mind—
 - (a) Conditions of mental activity. (1) Consciousness, (2) Attention.
 - (b) Faculties or Powers—(1) Intellectual, Presentative, Representative, Thought; (2) Emotional; (3) The Will.
 - (c) Mental Operations—(1) Acquisition, (2) Assimilation, (3) Reproduction.

These suggestions might be indefinitely extended, but it is hoped the preceding will be sufficient for profitable discussion and for directive and stimulative work.

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"My boy has not been called on to read for a week." This means that the teacher has no system in her work. It is a fact that under some teachers only those pupils who force themselves to the front get attention. Work with the weaker half of the class. The bright ones will take care of themselves.

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The art of questioning, is the fine art of the teaching profession and we must all read and read again what the books teach on this art. So many leading questions, so many direct questions, so many useless questions, so many querulous and tone faulty questions. So much depends on the alertness of the teacher in quick questioning and prompt answers, that volumes might be written by way of caution and suggestion.

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To test the knowledge of a class on a certain lesson in geography one teacher spent fifteen minutes questioning one boy while the rest of the class wiggled in inattention. Another teacher sending half the class to the board, the other half working in their seats, had a more efficient partly oral and partly written test of the same work, taking up the same amount of time, but every member of the class participated and recited. Take the most efficient way of testing.

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Schools are built, teachers are engaged, pupils are made ready and sent to school to the end that the recitation period shall be wisely used. No amount of "keeping after school," no amount of coercion and punishment will atone for an ill-conducted recitation. Your day is made or marred at twelve o'clock. Approach the work of the morning with all possible energy and force, with a clear conception of the points to be covered and the time at your disposal to do it in. Don't work entirely with the bright pupils, don't let the talkative boy do all the talking, don't be diverted from your purpose by side issues. Keep to the point.

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Teachers are in the schoolroom to teach not to preach. It is very easy to fall into a habit of elaborate explanations and general discursiveness that is wasteful of time and enervating to mental energy. "Too much teacher too little pupil" is the succinct criticism of a class of recitations too often approved by visiting committees. Great talkers are just as worthless in the schoolroom as in the great world. The teacher who

goes off on a tangent to talk about some point in the reading lesson, or who starts out early in the geography lesson to tell about some part of the world and keeps on talking until the period of that recitation is over, has simply wasted her own time and the time of fifty children. The recitation period should be religiously devoted to its proper purpose.

A WORD TO PASTORS.

During the past month THE JOURNAL has received from pastors in different parts of the country, gratifying assurances that its pages are of special value to them, in the supervision of their schools. In ordering copies for each of the two schools in his parish, a Pennsylvania pastor writes that he desires the Sisters and Brothers to have the opportunity of regularly perusing the several departments of THE JOURNAL; for, he argues, "your publication says to them every month, just what I, as the superintendent of the schools, would wish to say, at a teacher's meeting. It stimulates discussion of school methods; and while we claim for our schools, methods and results, equal to any public school, still we are ever on the lookout for means of improvement, and are not unwilling to learn, to hear and to criticize."

It is such spirit as this, that is causing the parochial schools to outrank the public schools in every particular. We hold a Christian education under any circumstance, better than a Godless one; but when the education of heart and soul is accompanied by a thorough practical education—a training in the secular branches by means of the most approved and effective methods known to the teaching profession—we have the ideal education indeed. This is a period of great activity and advancement in educational matters. Methods, texts and equipment are constantly improving, and it is necessary that our schools be kept in touch with progressive educational ideas.

It is our purpose to present ideas and suggestions gained from the best sources, to aid pastors in the general supervision of their schools and teachers in their class-room work. No pastorate or school can, therefore, afford to be without THE JOURNAL as a regular monthly visitor. As one priest puts it, "just as surely as the parochial schools embody the true idea of education, we are false to that idea, when we do not avail ourselves of every important means of bettering those schools."

FOR THE COURT TO DECIDE.

The outcome of the injunction suit brought by a Rochester, N. Y. bigot, to restrain the city treasurer from paying salaries to Sisters of St. Mary's Catholic Orphan Asylum, will be watched with interest in all parts of the country. An important constitutional question, the right of a religious institution to receive part of the school fund, is here involved. The question has never been passed upon and if the New York supreme court decides for the religious schools, which is not altogether unlikely, the decision will have a most widespread effect. If, however, the injunction is sustained and the court rules that such division of school funds is unconstitutional, it will be no blow to the Church schools, as there are com-

paratively few localities in the country where the Catholic school teachers receive any compensation from public funds.

At all events the case offers material for an interesting legal fight: The action is brought under section 4 of Article IX of the state constitution, which says, in effect, that no public money shall be expended for any school or institution of learning where a particular religious doctrine is taught. But under section 14 of Article VIII it would appear, the defendants allege, that there is nothing in the constitution which shall prevent the legislature from providing for various classes of schools there specified.

THE IMPORTANCE OF DRILL WORK.

Intelligent teaching must be followed by judicious and persistent drill work to make acquisition lasting. A teacher goes before a class and teaches the process of multiplication, for instance, making it clear to every pupil, and assisting the class over the stile of several sample difficulties. This must be followed by repeated drill to produce results. Some teachers who are good at explaining and making clear, often wonder why their pupils fail in examinations. They have not been drilled on what was taught. Given a fair knowledge of tables or combinations and of the process of multiplication and *without weeks of drill* all will fade from the mind of the average child in a few days like snow beneath a summer sun. Business men constantly complain because our schools turn out pupils who can not multiply and divide correctly. Graduates may know botany and zoology but lack accuracy in the fundamental rules. It is all a matter of drill. Keep up the drill and the accuracy remains. Give it up for a few years and the best of us lose our skill. Nevertheless the teacher must be constantly on the alert to follow "teaching" work with the proper kind and amount of drill. This applies not only to arithmetic but to every other branch as well. Methods of drill in grammar, geography and history work will readily suggest themselves.

OUR SPECIAL INSTITUTE NUMBER.

In deference to the growing interest in summer institute work among the members of nearly all the religious teaching orders, we have decided to make the July number of THE JOURNAL a special institute number. It will be issued the latter part of June, in time to reach the teachers before they leave their schools. Mrs. B. Ellen Burke, editor of The Sunday Companion, and known to nearly all religious orders, as a successful conductor of Catholic teachers' institutes, will write on the possibilities of national and diocesan institutes.

A member of one of the largest teaching orders in the country, will contribute a very complete and interesting account of the methods, course of study and results obtained at the annual summer institutes of the order. In addition to other valuable articles which we cannot now announce, the issue will contain all our regular departments covering the different branches of class work. All in all, it will be a veritable mine of interesting and helpful material for the teacher, and an issue that no one engaged in Catholic educational work can afford to miss. Yearly subscriptions sent in now, will be credited to September, 1902.

SOUL-STARVED YOUTH.

As the end of the school year approaches, and the papers of cities and towns begin to fill with addresses of prominent citizens to the graduating classes of public schools, it is painful to note how strongly their remarks are tainted with the commercial spirit of the times, and how invariably devoid of high moral tone. This tendency to mould the aspiration of youth entirely in the direction of "money kings," to hold as types of success only those who have accumulated millions, is as deplorable as it is noticeable. Occasionally, and whenever it happens that a Catholic clergyman is invited to address a public school gathering, the soul-starved young people are treated to advice of a wholesome nature. Such was the case in Altoona, Pa., last week, when Rev. Morgan M. Sheedy, rector of St. John's Catholic church, spoke in the public high school of that city, on "The Race of Life." We present the following sample passage from his masterly address:

If we are looking for a controlling purpose in life, what can be more comprehensive than this—nobility of character? If the man immersed in business would but have that purpose in view, it would make him no less a business man but something more than a business machine. The professional man, the artist, the artisan, the school teacher, the shop girl—each and all can pursue this as the purpose of life, and with the assurance that pursuit here means attainment.

A religious who has attended sessions of both the Eastern and Western Catholic summer schools, suggests that every teaching order in the country send delegates to one or the other of these schools, to report to the members gathered at their respective motherhouses on the work covered in the lectures. The idea is certainly a good one and practicable. The expense of representation at these sessions, would be nothing as compared with the returns from an educational standpoint. The "Teacher's Institute" and "Sunday School Conference" are now prominent features in the programs of both the schools. For other features of the programs, see article elsewhere in this issue.

THE VALUE OF TAKING A GOOD TEACHER'S PAPER.

1. It stimulates to better work and better methods.
2. It is an exchange of good ideas relating to a common work.
3. In view of these facts some public school boards require teachers in their employ to read a teachers' journal every month.
4. In Wisconsin, district boards are authorized to furnish teachers an educational journal out of public funds.
5. School superintendents frequently ask applicants for school positions the question: "Do you read a teacher's paper?" It is equivalent to saying: "Are you interested in your work?"
6. A teacher in Chicago writes: "I could not run my school without a good school journal to give me from time to time new suggestions and fresh inspiration."

The Journal is the only educational publication especially adapted for the needs of the teachers in Catholic schools.

In considering the purchase of books, school equipment, and supplies generally, don't forget the advertisers in THE JOURNAL. They are all reliable and leaders in their respective lines. Moreover, they are aiding greatly to give the Catholic teachers of the country a first-class professional magazine of their own, at small cost.

SCHOOL-ROOM WORK

Language and Reading

Monotonous Readers

LEE MC CRAE, IN AMERICAN PRIMARY TEACHER.

Making good readers of children is an easy matter if it is correctly begun and they are not pushed into work too hard for them. But alas! They quickly acquire the bad habits that form the trial of all their subsequent teachers. How hard it is to make some children feel that reading is simply talking from the book!

Here is a plan that worked so well for me that I trust it may be of help to others.

A third reader class had nearly driven me distracted by their unnatural reading, and they seemed serenely satisfied with their ability to say "all the hard words."

One morning, when the recitation time came, I had them lay aside their books and gather on a long bench before the blackboard, on which I had written two verses of the poem given below, and concealed them by drawing down a map. (Children love surprises, and this map had covered many a one.)

Instead of reading that day, I told them I had a funny speech for us all to learn, and, pushing up the map, I talked the first verse to them. How they laughed! Children are born imitators, and hearing it in a natural tone, and not knowing it was a reading lesson, their first attempts to voice it surprised my fondest hopes.

There are other poems equally good, no doubt, but they are hard to find. It is almost impossible to read this one in a monotone. It contains story enough to please a child and make it easily remembered, and moral enough to make the learning worth while. So it is given in full:

Miracles.

"An egg a chicken! Don't tell me,
For didn't I break an egg to see?
There was nothing inside but a yellow ball,
With a bit of mucilage round it all—
Neither beak, nor bill, nor toe, nor quill;
Not even a feather to hold it together.

Not a sign of life could any one see.
An egg a chicken! You can't fool me!

"An egg a chicken! Didn't I pick
Up the very shell that had held the chick,—
So they said,—and didn't I work half a day
To pack him in where he couldn't stay?
Let me try as I please, with squeeze upon squeeze,
There was scarce space to meet his head and his feet.
No room for any of the rest of him, so
That egg never held that chick, I know!"

Mamma heard the logic of her little man,
Felt his trouble, and helped him as mammas can;
Took an egg from the nest, it was smooth and round,
"Now, my boy, can you tell me what makes this sound,
Faint and low, tap, tap; soft and low, rap, rap,
Sharp and quick like a prisoner's pick?"
"Hear it peep inside there!" cried Tom with a shout.
"How did it get in, and how can it get out?"

Tom was eager to help. He could break the shell.
Mamma smiled as she said, "All's well that ends well,"
Be patient a while, my boy." Click, click,
And out popped the head of a little chick.
No room had it lacked, tho snug it was packed.
There it was all complete from its head to its feet,
The softest of down, and the brightest of eyes,
And so big, why the shell wasn't half its size!
Tom gave a long whistle. "Mamma, now I see
That an egg is a chicken, tho how it beats me!
An egg isn't a chicken, that I know and declare.
Yet an egg is a chicken, see the proof there.
Nobody can tell how it came in the shell,
Once out, all in vain would I pack it in again.
I think 'tis a miracle, mamma mine,
As much as that of water and wine."

Mamma kissed her boy. "It may be that we try
Too much reasoning about things, you and I.
There are miracles wrought every day for our eyes,
That we see without seeing or feeling surprise.
And often we must even take on trust,
What we cannot explain very well again.
From the flower to the seed, from the seed to the flower,
'Tis a world of miracles every hour."

The children committed the first two verses in this recitation, speaking alone or in concert, and saying them in such a way as to delight a teacher's heart. In the second lesson we learned two more verses and added a few ges-

ures, which pleased them beyond measure, and made it seem more like speech-making. In the meantime, as a preparation for the lesson, each had written the first verses from memory, and great was the rivalry to see who had it most nearly correct.

When the whole was committed—and it is astonishing how easily children memorize when it is not set as a task, and the work pleases them—we said it for our visitors, sometimes in concert, sometimes taking turns. The regular reading lessons were alternated with the speech making, and it was a revelation to me to note how at first they lapsed into the old monotony the moment the printed page was placed before them.

Gradually it dawned upon the small minds that they could "make talk" out of the book, just as they did from the board; then the improvement was marked.

Before they were tired of miracles, we began a new piece, one in which two people talked, and they learned it as a dialog. Finally one of the best speakers attempted to say both parts and make it sound like two voices. This was so funny that they all wanted to try, and by and by even the little Polander learned to do it reasonably well.

By the end of the term they had a repertoire of some six pieces (for by frequent repetition all were kept in mind) and they had really learned to read!

Another thing I learned: That no matter how well a child may read, it is saving time and labor to teach him his speech instead of letting him memorize blunders of tone and inflection along with the text and then try to unlearn them. It is making haste slowly, but is making haste just the same.

A Conversation Lesson for Third and Fourth Grade Pupils

What Animals Do for Man.

Everybody knows something about animals. Some of us have taken care of pet animals,—cats, dogs, hens, horses or cows. We can easily tell what we do for them. We give them food, water, and shelter. Now let us ask what animals do for us.

1. Horses. Of what use is the horse to us? Name some kinds of work which he does for the farmer; for the lumberman; for the merchant; for the expressman; for the traveler; for you.

What is a young horse called? How is he taught to work for us?

How should we take care of a horse? What does he need? How should we treat him? Can you give examples of kind treatment which you have seen?

2. Dogs. What do you know about dogs? Have you a pet dog? Tell how he looks. Describe him so clearly that we should recognize him if we met him.

Of what use are dogs? Tell stories that show in what ways dogs are useful.

Do you know of what use the dog is to the shepherd? to travelers in the mountains? to expressmen?

A large express company has the picture of a dog upon all of its express wagons. Can you tell why?

Write a list of some other animals which serve mankind.—*The Mother Tongue. Book I. Ginn & Co.*

A Lesson on Contractions in Speech

People sometimes shorten their words in writing just as you do in talking.

They may write:

It's or 'tis, for It is

It isn't, it's not, or tisn't, for It is not.

He's, for He is.

Aren't, for Are not.

Doesn't, for Does not.

Don't, for Do not.

Can't, for Can not.

Won't, for Will not.

Shan't, for Shall not.

Hasn't, for Has not.

Haven't, for Have not.

Hadn't, for Had not.

These shortened forms are called contractions. Study these contracted forms so that you can write them. How many of these contractions do you use in talking? Should you use them all? Which would you omit? Do you use too many contractions in your talk? Find other contractions in your readers.—*Inductive Lessons in English. Thompson, Brown & Co.*

Spelling Devices

I. For a written spelling lesson have the pupil write as many of the words as he can recall. In a short time not a few in the class will be able to write the whole list. When you think sufficient time has been given, call on three or four who have the longest lists to pronounce and direct the others to supply missing words.

II. Require words to be grouped according to number of syllables they contain.

III. Require class to write twenty words that are names of things used to cook with, or of things raised in the garden, or of things bought by dry measure, of bones of the skeleton, etc.

IV. Give a word. Direct class to make as many words as possible from the letters contained in the given word.

V. Add *ing* and *ed* to beg, plod, fret, rub, etc. Add *ing* and *ed* to scrape, manage, escape, excuse, etc. Add *er* to slip, big, sin, etc. Add *ment* to amaze, manage, measure, etc. In the same way require the adding of *able ful less*, and so on.

VI. Lists of words misspelled should be corrected and accurately written many times, in order that the pupil may get a right impression of the word in place of the wrong form.

VII. Write list of words that rhyme with lawn, dawn, fawn, etc.

VIII. Make memory list of words used in previous geography lesson.

IX. Make a list of words alike in spelling, but different in meaning and pronunciation. Of words alike in sound but different in spelling.

—Midland Schools

A Question of Usage

W. G. ROGERS, IN MISSOURI SCHOOL JOURNAL.

A much disputed question of usage in regard to a very common expression may be satisfactorily settled by an inquiry into the actual meaning of the words composing it.

Do we "feel bad" or "feel badly"? When we use either form, we meet with grammatical opposition. Each form is proper and useful in its place, and neither is good in the place of the other.

Let us examine these sentences:

1. The dead warrior looked *fierce*.
2. He looked *fiercely* at us.
3. The house looked barren and *cold*.
4. She looked *coldly* on his offer of marriage.
5. The hound smells *well*.
6. The apple smells *good*.
7. I feel *warm* enough in this coat.
8. We feel *warmly* on this subject.

These will suffice to show that "look," meaning to "exercise the sense of vision"—"to direct the eye"—to maintain a mental attitude (4), is another word than the copulative verb, "look," meaning "to appear" "to seem," and that in each is a distinct grammatical phenomenon. One must be followed by an attribute of the subject. The other can not. The verbs "smell" in (5) and (6), respectively present a similar difference.

This distinction, familiar to language students, should be carefully maintained in using the verbs "feel," with their respective meanings. In (7) "I" is the word qualified by the adjective "warm." In (8) "feel" is qualified by "warmly." In (7) the subject "I" has no other relation than the word "stove" would have in the same connection.

9. The stove feels warm (to me).
10. I feel warm (to myself).

The fact that "to myself" may be supplied in the natural interpretation of (10) affects the relation, function or meaning of the other words no more than if it might read "to him." The relation of "I" is the same as that of "stove." The subject of "feel" in this sense is not necessarily something capable of sensation. That element, as we saw, may be expressed in an appended phrase or understood.

But in (8) the meaning of feel is such that the subject must be capable of sensation. It is the feeling, not the subject, which is said to be "warm."

To summarize, "feeling" may be represented as *from the inside outward*, or *from the outside inward*. Therefore, when "feel" denotes emotion, or an independent mental activity, as in (8), it may be limited or described by an adverb showing the character or degree of the emotion or mental activity. But when "feel" simply means "to seem to be," through the touch or other sensibility (of some one else, perhaps) it must be followed by an adjective term, describing the subject.

It is only the perverted meanings of the words "bad" and "badly" then, that confuses.

11. I feel badly.

When one experiences grief, chagrin, malice, annoyance or displeasure of any sort, which comes from within the

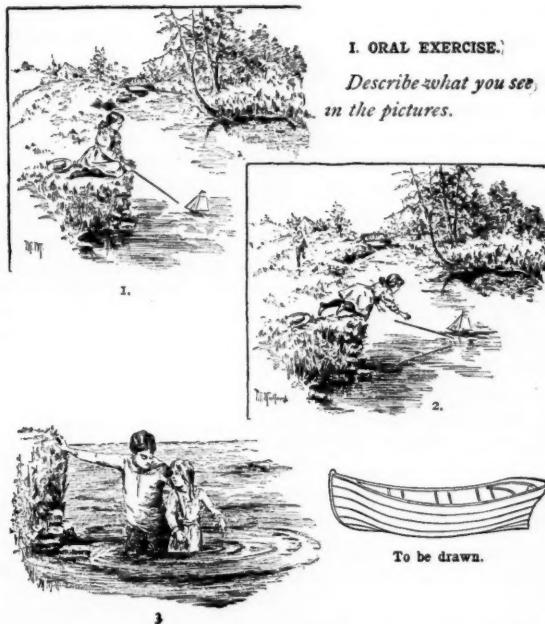
conscious being and is directed to some one or something, and the same is an act of emotion or mental impulse, it may be said that one "feels badly."

12. I feel bad.

But when the mind, thru the sensory nerves, becomes acquainted with an external condition, even if that condition be within one's own body, the external thing or condition "feels" merely by seeming to be. Consequently, if one is ill, or tired, or unnerved, or drowsy, one may be said to "feel bad." In this expression the verb is copulative.

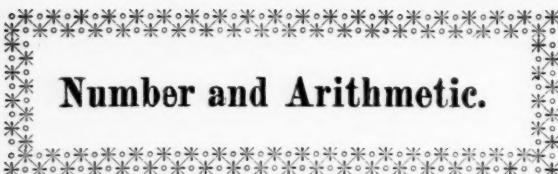
The complaint that this idiom conflicts with the usual meaning of "bad" (wicked) is ridiculous in the extreme. The idiom "feel bad" is good in its place and is too well established and too useful to be ruled out of the language arbitrarily. But it should be confined to its sphere and should not be made to perform the work of that other equally good and well established idiom, "feel badly."

Story Pictures for Fourth Grade Language Lesson



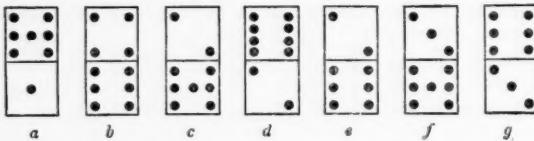
Write the following account of the accident and the rescue. Supply the omitted words.

.....week, a little girl named , the of Mr. , who in street, was nearly While visiting aunt in the country, went to a near, by, to a little which her gave on her last She put in the , and it became entangled in the along the As over to loosen the , into the Her were by Master , who to her rescue, and leaping into the , brought safely to The brave deserves for his prompt action. He probably the of the , as the is quite where the occurred:—Lyle's Elementary English. American Book Co.



A Number Lesson with Dominoes

Ella M. Pierce, supervisor of primary grades in the public schools of Providence, R. I., is the author of that excellent normal course in numbers "First Steps in Arithmetic," in which she makes the following suggestion to teachers:



"The knowledge of both number facts and relations of quantities should have a concrete basis, but the material should vary according to the nature of the truth to be developed. Mere number facts—addition, subtraction, multiplication, division, fractional parts, and relations of numbers—may all be easily taught with the simplest objects, but the greatest use of these number facts in life is to represent relations of quantities. It is the lack of mental power to see these relations of quantities, and fit them to the corresponding relations of numbers that prevents children from knowing whether to add, subtract, multiply, or divide. It is, therefore, necessary that this power should be developed side by side with the power to manipulate figures. Dry and liquid measures, long and square measures, rectangles and blocks offer the best possible material for this purpose."

In following out these suggestions, among other good things the author presents considerable work with dominoes from which the following examples are taken, not only showing the serviceable nature of the book but giving a good idea of the practical work that can be based upon the material within every teacher's reach.

(a) If you have seven pies in your cupboard and one on the table, how many have you?

John had eight marbles and lost one; how many had he left?

A farmer had eight sheep and sold seven; how many were left?

(b) If a milkman sold four quarts of milk to one man and six to another, how many quarts did he sell to both?

Lucy had ten cents and spent six; how many had she left?

There were ten oranges in a dish and four were eaten; how many were left?

(c) If there are two ducks on the bank and seven on the pond, how many in both places?

George had nine apples and ate two; how many had he left?

Henry had nine peaches and gave away seven; how many did he keep for himself?

(d) If a man had eight horses and bought two more, how many had he then?

A man planted ten trees and two of them died; how many lived?

A farmer had ten sheep and sold eight; how many did he keep?

(e) There were eight roses on a bush, Jennie picked six of them; how many did she leave?

Mr. Brown had six sheep. He bought two more. How many has he now?

George had eight marbles and lost two, how many had he left?

(f) Ten ships were in the harbor and three sailed away; how many remained?

George has seven books, John has three; how many have both?

Mrs. Smith went shopping with ten dollars, when she returned she had three; how many did she spend?

Make a number story for dominoes b, c, e, and f, taking away the upper number.

Make a number story for each domino adding the numbers.

Make a number story for dominoes a, and d, taking away the lower number.

Make a number story for each tablet beginning with the lower number.

Oral Exercises in Thirds and Ninths

The children can prepare the objects for this lesson by procuring two sticks eighteen inches in length and pasting around them strips of colored paper to make the required fractions.

When a thing is divided into nine equal parts, each part is called a *ninth*.



One-third of a yard contains how many inches? How many inches is one-ninth of a yard. One-third = how many ninths? Two-thirds = how many ninths? One-third and one-ninth = how many ninths?

One-third + one-ninth = how many ninths?

One-third + two-ninths = how many ninths?

One-third + four-ninths = how many ninths?

One-third + five-ninths = how many ninths?

One-third + seven-ninths = how many ninths?

One-third + eight-ninths = how many ninths?

2 thirds + 1 ninth = how many 9ths?

2 thirds + 2 ninths = how many 9ths?

2 thirds + 4 ninths = how many 9ths?

2 thirds + 5 ninths = how many 9ths?

2 thirds + 7 ninths = how many 9ths?

2 thirds + 8 ninths = how many 9ths?

Three-ninths = how many thirds? 6 ninths = how many thirds? 10 ninths = 1 and how many ninths? 11 ninths = 1 and how many ninths? 13 ninths = 1 and how many ninths? 14 ninths = what? 16 ninths = what? 17 ninths = what? 12 ninths = what? 18 ninths = what? —Walsh's Mathematics for Common Schools, D. C. Heath & Co.

Geography and History.

Seventh Grade U. S. History

The Colonies at the Time of the French and English Wars, 1688.

We need to do some geography work in connection with history for this month. The thirteen States lie along the Atlantic coast from Maine to Florida, a distance of more than 1,200 miles. The settlements are not wide, that is do not reach far back into the country at any point.

The western boundaries were not very well established. Perhaps Rhode Island, New Jersey, Delaware, and Maryland had no claims whatever beyond what they now hold. Nearly every other of the thirteen States claimed farther west than they then occupied. Some of the old charters and patents recognized the South Sea as the western boundary. Later the Mississippi was as far west as any claimed.

Let us look at this region from the standpoint of the geographer. The general direction of the Atlantic coast is from southwest to northeast. This direction is given by the mountain system which has that trend running from western Georgia thru these thirteen States and on into Canada. This mountain system is not a complicated one; it is comparatively simple. It is in the main made up of two general parallel chains occupying a narrow, low plateau. These chains bear different names in different places, but the east one is generally known as the "Old Appalachian range;" the one to the west as the "Alleghany ridges"; the low, irregular trough between, as the "Great Valley." The general foothills to the east are known as the "Piedmont Belt", and the gentle slope from the Piedmont Belt to the sea as the Atlantic coastal plain. To the west the physical feature corresponding to the Piedmont Belt is called the "Alleghany Plateau." This gradually passes into the great valleys of the Ohio and Mississippi Rivers.

From Florida to the mouth of the Hudson the coastal plain has a width varying from a few miles in the narrowest part to perhaps two hundred in the widest. This level region is known as the tide-water region, for the tides go up the rivers some distance. The rivers seldom join and hence there are no very large streams. From the mouth of the Hudson northeast there is scarcely a sign of the coastal plain and the Piedmont Belt comes down to the coast with its bold, rocky cliffs.

We must now see these thirteen colonies strung along this coastal plain and on this Piedmont Belt. And while this mountain system is nowhere insurmountable, yet our early forefathers did not find it an easy task to cross over into the Ohio and Mississippi regions. There were three very good reasons for this: 1. There were no roads leading over the mountains. 2. There were hostile Indians just back of the settlements. 3. There was no especial need to go beyond the mountains. And so while the English colonies claim the land bounded on the west by the Mississippi River, on the north by the lakes, on the

south by Florida, and east by the Atlantic, yet they occupy only a very narrow strip on the Atlantic coast.

The Spaniards held what is now Florida, a strip running west bordering on the Gulf with no definite northern boundary, what is now southern Louisiana, all of Texas, New Mexico, and of course all of Mexico and South America. They also held the principal West India Islands. However, we are not much concerned about the Spaniards, as their presence in the Western World has affected our history so very little.

But it is essential that we know more of the claims of the French. They had entered the continent thru the gateway of the St. Lawrence. They had occupied the river and lakes and had erected forts, trading posts, and missions thruout the immediate region of the Mississippi River and its principal tributaries.

The Dutch and Swedes as distinct nations have disappeared and their former possessions are now held by the English. This is the condition of things in general at the time of the first French and English war in America. —*G. W. Smith's Notes on U. S. History, C. M. Parker Pub., Taylorville, Ill.*

Groups and Topics in U. S. History for Primary Grades

For Third Grade.

Group I. Explorers and Discoverers.

Columbus; Americus Vespuccius; De Leon; Balboa; Cortez and Montezuma; Pizarro and the Incas; De Soto and the Mississippi; The Cabots; Drake; Raleigh and Queen Elizabeth; Gosnold; Champlain; Marquette; La Salle; Henry Hudson.

Group II. Colonization.

John Smith; Pocahontas; The Mayflower and the Pilgrims; Miles Standish; Roger Williams; William Penn; The Settlement of Connecticut; The Pequot War; King Philip's War; The Indians; The Dutch and New Amsterdam; Importation of Slaves.

Group III. The Last French War and the Revolution.

Anecdotes of Last French War; Story of Washington's Journey to the French Forts; The Acadians; Braddock's Defeat; Wolfe and Montcalm; Patrick Henry; Boston Tea Party; Paul Revere; Battles of Concord and Lexington; Joseph Warren; Battle of Bunker Hill; La Fayette; Valley Forge; Marion the Swamp Fox; Israel Putnam; Benjamin Franklin and the Lightning Rod; Arnold the Traitor and Andre the Spy.

Group IV. The Republic from 1789 to 1820.

Eli Whitney and the Cotton-gin; Daniel Boone and the Indians; Thomas Jefferson; Fulton and the Steamboat.

Group V. The Republic from 1820 to 1865.

The Railroad; Morse and the Telegraph; The Story of Slavery; John Brown; Abraham Lincoln; Anecdotes of the Civil War (especially those that cultivate a patriotic spirit and show how the "Boys in Blue" suffered).

Teach these dates thoroly: 1492, 1607, 1620.

For Fourth Grade.

(TRACE EVERYTHING ON THE MAP.)

Group I. Explorers and Discoverers.

Same as Third Year except that the settlement of St. Augustine is added.

Group II. Colonization.

a. Virginia—

John Smith and his Explorations; The Starving Time and the Coming of Lord Delaware; Bacon's Rebellion and Governor Berkeley.

b. Massachusetts—

The Pilgrims, their Sufferings and Early Experiences; Miles Standish; Roger Williams; King Philip's War; Salem Witchcraft.

c. Middle Colonies—

New York; Early Settlement; Patroons; Peter Stuyvesant; Dutch Manners and Customs. Pennsylvania: center everything about William Penn.

d. Pupil's own State. We take Connecticut for a sample.

Settlement of Hartford and New Haven; Pequot War; Charter Oak; any interesting facts connected with the history of the town in which the school is located; Manners and Customs prominent.

Group III. The Last French War and the Revolution.

Washington in the Last French War and the Revolution; Braddock's Defeat; Wolfe at Quebec; Patrick Henry and the Stamp Act; Boston Tea Party; Samuel Adams and the Boston Massacre; Paul Revere and Concord and Lexington; Joseph Warren and Bunker Hill; Israel Putnam; Nathan Hale; Washington at Trenton and Valley Forge; La Fayette and aid from France; Benjamin Franklin; Burgoyne's Surrender; Marion and the Partisans; Arnold and Andre; Surrender of Cornwallis; Manners and Customs prominent.

Group IV. Republic from 1789 to 1820.

Eli Whitney and the Cotton-gin; Thomas Jefferson; Boone and the Kentucky Indians; Burr and Hamilton; Expedition of Lewis and Clarke; Fulton and the Steamboat; Impression of American Seamen by England; Perry's Victory.

Group V. Republic from 1820 to 1865.

The Story of the Railroad; The Story of Slavery; Prudence Crandall; William Lloyd Garrison; Morse and the Telegraph; Discovery of Gold in California; Underground Railroad; John Brown's Raid; Abraham Lincoln; Incidents of the Civil War.

Teach these dates thoroly:—

1492, 1607, 1620

1775, 1789, 1861-'65

Add one or two dates in History of the pupil's State.

A Method in Outline of Teaching Topics in Geography.

G. A. OSINGA, CHICAGO.

COAL.		
I. Uses.	1. Heat	{ 1. Stoves 2. Steam school plant 3. Electricity
	2. Power	{ 1. Transportation 2. Manufacturing 3. Equivalent { Horsepow'r Man "
	3. Manufactures	{ 1. Coke 2. Gas 3. Dyes, etc.
II. Kinds.	1. Anthracite	{ Compare and study uses, 2. Bituminous 3. Cannel
	Block-Relat-	grades and varieties.
	ion to Iron	
III. Source.	1. Retail Dealer	{
	2. Wholesale Dealer	
	3. Mines	
	4. Coal Areas	
IV. Transportation.	1. By Land	{ Trace routes by 2. By Water } which coal comes to us.
	3. Relation of altitude and trans-	portation to location of man-
	ufacturing cities.	
V. Cost.	1. By ton to consumer	
	2. By basket to consumer	
	3. Ton to retailer—profit	
	4. Ton to wholesaler—profit	
	5. Ton at mines—profit	{ Baskets
	6. Weights { 1. Ordinance and 2. City Sealer Measures { 3. Scales }	Scales Boxes Dealer's
Ascertain where the short ton is used and where the long ton.		
VI. Production	1. Locating veins	
	2. Organizing Company	
	3. Tools and necessities	
	4. Nature of work—seams	
	5. Hoisting	
	6. Blasting	
	7. Shoring	
	6. Dangers { Death damp Fire	
	7. Smoking	
	8. Safety lamp	
VII. Origin	9. Ventilation	
	10. Wages	
	4. Capital, Life of mine owner.	
	5. Taxation	
	6. Strikes { Wages Causes { Co. stores { \$1.75 at Co. stores Cost of powder { \$.90 in open market	
	1. Fossils	
VIII. Civics	2. Physiography	
	3. Climate	
	4. Ferns and equisetum in season	
	5. Seams	
	6. Experiment { Produce gas, oil and coke in pipe. See Experiment.	

The engineer can provide the teacher with fossils.

VIII. Civics	1. Impurities in air, SO ₂
	2. Smoke Consumers
	3. Anti-Smoke Society
	4. Cost of smoke to citizens— See Chicago Tribune.

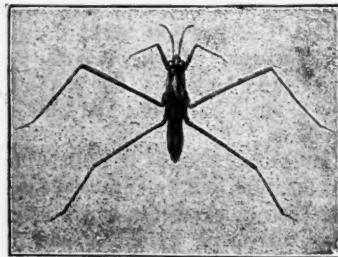
The heart-leaved willows along many brook-sides are found to bear knob-like bodies at the tips of many of their branches, which look like pine cones. (See Fig. 88.) Now everybody knows that willows bear their seeds in catkins. Why then should so many brookside willows thrust these cones in our faces? On cutting one of the cones open one will learn the secret. A tiny colorless grub rolls helplessly out of a cell in the very center of the cone. It is the young of a small gnat, scarcely larger than a mosquito, and known as a "gall gnat." The cone-shaped body on the willow branch is called a "pine-cone willow-gall." The little gray gnat comes out in the spring. Any one can collect the galls from the willows and keep them in some kind of a cage in the house until the gnats come forth.



88.—Knob-like bodies, resembling pine cones.

cone willow-galls.

Wandering along the brookside in the spring or early summer, one is surprised to find so many insect visitors darting about in the air. There are dragon-flies of all shapes, sizes and colors; dainty damsel-flies perch airily on reeds, their gleaming wings a flutter in the sunshine; sometimes a nervous mud-wasp alights for a moment and then up and away. The dragon-flies seem intent on coming as near to the water as possible without wetting their wings. They pay no heed to other visitors, yet how easily they escape the net of the would-be collector! Let them alone. Their business is important if we would have a new generation of dragon-flies to delight the eye next year. The eggs of these creatures are left in the water and the young ones are aquatic. If you would know more of them, dip down into the stream in some sluggish bay. Dip deep and trail the net among the water plants. Besides dragon fly nymphs there will be caddice worm cases like tiny cob-houses. water boatmen, back swimmers, and giant water bugs. These are insects characteristic of still or sluggish water, and are found in spring and summer.



89.—Water-striders have long, thin legs.

The insects which skip lightly over the surface of the

water where the current is not too strong, are water-striders. (See Fig. 89.) Some are short and stout, others slender-bodied; but all have long, thin legs. Their color is nearly black. As they scurry about in the sunshine the delighted watcher will sometimes catch a glimpse of their reflections on the bottom. Six oval bits of shadow, outlined by rims of light; there is nothing else like it! Be sure you see it.



90.—The Dobson makes no pretensions to beauty (natural size).

and are prized by fishermen in the black bass season. Dirty brown in color and frankly ugly in appearance and disposition, these larvae, for such they are, have little to fear from the casual visitor at the water's edge. When a stone is lifted the Dobsons beneath it allow themselves to be hurried along for some distance by the current. The danger over, they "catch hold" and await their prey farther down stream. In spite of their vicious looking jaws these insects are not venomous. At the very worst they could do no more than pinch the finger of the unwary explorer.

When the Dobson is full grown, it is called a Hell grammite fly or horned Corydalis. It has lost none of its ugliness, tho it has gained two pairs of thin brownish gray wings, and flies about in the evening. It has been known to create some consternation by flying in at an open window. It is harmless and short-lived in the adult stage.

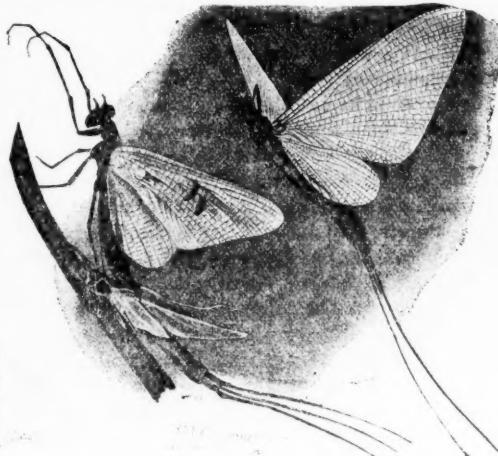
Upturned stones are likely to bring to view other strangers. Lying close against their wet surfaces one usually finds young May-flies. (See Fig. 91.) These, like the young dragon-flies, are called nymphs.

When they are ready to



91.—May-fly nymph, three times natural size.

leave the water they make their way to the shore and clinging to some convenient tree trunk or building they shed their nymph skins. I have seen trees and buildings on the banks of the St. Lawrence River literally covered with these cast skins. In the early morning in June and July one can watch the molting process, the unfolding of

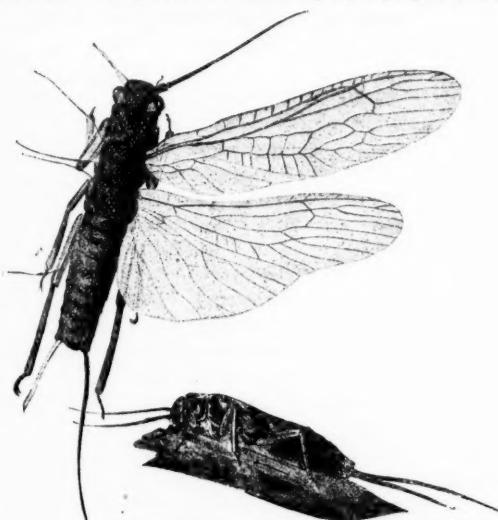


92.—The May-fly sheds its nymph skin. (Twice natural size.)

the gauzy wings and the unsheathing of the long filaments. (See Fig. 92.)

Do not believe that May-flies are harmful. They are sometimes too numerous for comfort at summer resorts where myriads of them swarm about the lights. But stories of their stinging and biting are entirely without foundation. They are short-lived in the adult stage. The name of the family to which they belong, *Ephemeridae*, suggests their ephemeral existence. It is of these that poets have sung.

Stone fly nymphs also cling closely to the flat stones. The cast skins of these are frequently found on the banks of streams. They resemble the May-fly nymphs but can



93.—Stone-fly, showing one pair of wings. The lower figure is a nymph. (Twice natural size.)

be identified by comparing with these illustrations. (See Fig. 93.)

Sometimes on the very brink of a cataract one will see what appears like patches of loose black moss. Strangely

enough, these are the larvae of black flies, related to the terrible "Punkies" of the north woods. The black fly larvae can live only in the swiftest water. There they pass thru their transformations and succeed in emerging into their aerial stage, in spite of the rushing current.

All these things and many more they see who frequent the water brooks. They cannot tell all they see, for some things are too deep for words. They can and do say to one and all "Come let us visit the brook together. The water and all that dwell in it and round about invite us and make us welcome."

Something About Plant Roots

[The following lesson is taken from a new book entitled "First Studies of Plant Life" by G. F. Atkinson, Cornell University, and first published by Ginn & Co., Boston and Chicago. The lesson is a fair sample of the character of the work and its adaptability to young pupils.]

Taproots.

In the seedlings studied we found that the first root grows downward, no matter in what position the seed is planted. This habit of downward growth in the first root is of the greatest importance to the plant to insure a hold in the soil where it must obtain a large part of its food and all its water. It also puts the root in a position to send out numerous lateral roots in search of food, and serves to bind the plant more firmly to the ground. In some plants the first root, or the one which grows directly downward, maintains this direction, and grows to a large size as compared with the lateral roots. Such a root is called a taproot. The taproot is a leader. You see it continues thru the root system somewhat as the main stems of pines, spruces, etc., do thru the branches, only it goes downward. The dandelion is a good example. The turnip, carrot, and beet also have taproots.

The Root System.

The roots of a plant, with all their branches, form the root system of that plant. Where the roots are many and all more or less slender, the system is fibrous, or the plant is said to have fibrous roots, as in the clover, the corn, wheat, grasses, etc. Where one or more of the roots are stout and fleshy, the system is fleshy, or the plant is said to have fleshy roots. Examples are found in the sweet potato, the carrot, beet, turnip, etc. In the carrot, beet and turnip the root is part stem and is called also a crown tuber. The fleshy roots of the sweet potato are sometimes called root tubers, because they are capable of sprouting and forming new potatoes. Examine roots of a number of plants to see if they are fibrous or fleshy.

Air Roots.

Most roots with which we are familiar are soil roots, since they grow in the soil. Some plants have also air roots (called aerial roots). Examine the air roots of the climbing poison ivy, but be careful not to touch the leaves unless you know that it will not poison you. One side of the stem is literally covered with these roots. They grow away from the light toward the tree on which the ivy twines, and fasten it quite firmly to the tree.

Air roots or braces are formed in the Indian corn, the screw pine, etc. Air roots grow from the branches of the

banyan tree of India, and striking into the ground brace the wide branching system of the stems.

Buttresses.

are formed partly of root and partly of stem at the base of the tree trunks where root and stem join.

The Work of Roots.

The roots do several kinds of work for the plant. They serve to anchor plants to the soil, or in the case of certain climbing plants to fasten them to some object of support. They aid also in supporting the plant and in holding the trunk or stem upright. Another important work is the taking up of water and of food solutions from the soil. In the absorption of water from the soil the root hairs of the plant play a very active part. Pull up some of the seedlings growing in the soil and rinse the roots in water. If the smaller roots have not been broken off in pulling up the plant, particles of earth will be clinging to them which cannot be washed off. This is because the root hairs cling so firmly to the soil particles. When the soil is only moist the water in it forms a very thin film, as thin as the film of a soap bubble, which lies on the surface of the soil particles. It is necessary then for the root hairs to fix themselves very closely and tightly against the soil particles, so that they may come in close contact with this film of water.

While plants need a great deal of water a great many kinds can thrive much better where the soil is moist, not wet. Most of the cultivated plants and many flowers and trees do better in well-drained land. Perhaps you have seen how small and yellow patches of corn or wheat look in the low and wet parts of a field. This is because there is too much water in soil and not enough air. On the other hand, there are a few trees and many other plants which thrive better in wet soil, or even in the water. It has been the habit of the parents and forefathers of such plants to live in these places, so they naturally follow in this habit.

Eggs of Birds

In the trees along the river and in the grasses of the swales and ridges, I came upon nests. Some contained eggs, others young birds, and some were empty.

I have always considered it cowardly and cruel to take the eggs away from birds, or to destroy their young. It is a case of brute force against helplessness. So I never took more than one egg from any nest, and then only when there were plenty of them left. Sometimes I found eggs which had in some way fallen out of the nest and had become cold. As they would probably never hatch, I felt at liberty to take them.

In the picture, I have given four groups of eggs. They show the colors as well as can be done in black and white. I give the list of them here, and add the colors—the one given first is the general color of the shell, and the second is the color of the spots or marks upon it.

Song Birds.—1. Virginia redbird or rose-breasted grosbeak—white and brown. 2. Kingbird—whitish and brown. 3. Baltimore oriole—pale blue and dark brown. 4. Crow blackbird—bluish-green and brown. 5. Wood-thrush—greenish blue. 6. Chippy—greenish-blue and brown.

Game Birds—1. Rock ptarmigan—yellowish and dark red. 2 American quail—plain white. 3 Common snipe—ashy and brownish.

Birds of Prey—1 Sparrow hawk—rusty and brown. 2. Pigeon hawk—reddish-brown, spots darker. 3. Turkey buzzard—white and chocolate. 4. Screech owl—white. 5. Swallow tailed kite—white and reddish-brown.

Water Birds—1. Tropic bird—"crushed strawberry." 2. Least tern—whitish and brown. 3. Guillemot—bluish-white and chocolate.

There are two things about birds' eggs which interested me; one was the shape, and the other was the color.

Why should the eggs be of different shapes? Some, like the screech owl's, are nearly spherical, the robin's and thrush's are ellipsoids, and the turkey buzzard's are ovoids—that is, with one end larger than the other. The eggs of most water birds, especially those of the guillemot, are large at one end and small and pointed at the other.

Most of the game birds lay a large number of what I may call top-shaped eggs in a flat, shallow nest on the ground. Some of the eggs would easily roll away beyond the reach of the bird if they were spherical, but being top-shaped they roll about the point near the nest, so that the sitting bird can hook them back into the nest with her bill.

I should expect that birds which build their nests on the top of cliffs would also have top-shaped eggs, but the eagle's eggs are ovoids. It is true that the eagle lays but few eggs, and for that reason she may be able to take care of them, even if they are liable to roll about.

Round eggs ought to be found in the hollows of trees or in deep nests. I wonder if the shape of the eggs depends on the form and location of the nest. I need more facts before I can come to any definite conclusion. It is an interesting thing in bird life.

Now as to the color of eggs. I thought brown was a favorite color among birds. There were all shades, from the rusty yellow to the deep purple-brown; but in almost all cases brown was put on in spots or blotches. The blue and green occurred in solid colors, tho in light shades. Only a few of the eggs were white.

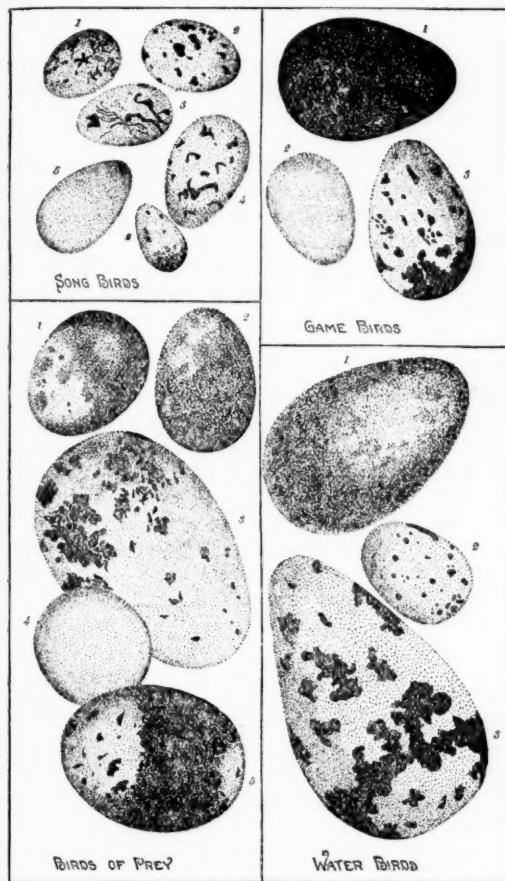
Why should birds' eggs be colored any more than hen's eggs? I tried to find an answer along various lines. First, I thought the eggs were colored in order that they might not be easily distinguished from the objects surrounding the nest, and that the enemies of the bird might not be so likely to find them.

I found many instances where this seemed to be the case. Kingfishers, penguins, puffins, some owls, wood-peckers, and others, which nest in concealed holes in the ground or in trees, lay white eggs. Nut-hatches, orioles, and swallows also lay white eggs in concealed nests; but Bob White, the prairie chickens, and others, lay whitish eggs in open nests which can easily be seen. I thought there were too many exceptions for me to hold to this theory.

The next theory I tried to apply was that birds which have much color lay highly colored eggs; but the simple, plain-white gull lays a highly colored egg, while the ducks and many beautifully colored tropical birds lay white eggs. So this theory doesn't seem to me to apply.

Some assert that the beautiful colors in Nature are meant to delight man. If this is so, our beautiful birds and their highly colored eggs must be intended to please us, and thereby to educate us to higher and better things.

Then he who wantonly destroys birds and their eggs, destroys that which ought to be a source of pleasure to him,



Birds' eggs.

and he must still be savage in his tastes and desires. It does seem to be true that evil comes to us easily, but good we do not see until it is pointed out to us by others.

I believe not any one of the three theories is the correct one. Possibly the thought of all of them applies to a certain extent. The color of birds' eggs may be a means of protection from enemies and at the same time a source of pleasure to man.—*Harold's Explorations IV. D. Appleton & Co.*

A Gifted Bird Family

Do you know the brown thrasher? He is own cousin to the mocking bird, and is a noted singer.

He wears a coat of cinnamon red, trimmed with brown, and marked at the edges with lines of white. His vest is of a somewhat lighter shade, and is streaked with dark-brown lines.

When he is on the wing, he spreads out his yellowish-red tail feathers like the rays of a fan.

He knows so many tunes, and can sing in so many different voices, that he is often called the brown mocker; and he sometimes gives such fine evening concerts that he has won for himself the title of "nightingale." But he is not the real nightingale that we read so much about.

He belongs to the thrush family, and is the largest of

them all; in fact, he is a brown thrush, if you call him by his real, plain, homespun name, leaving off his titles.

You should see him when the cherry trees and the hedgerows are in blossom! His throat is so brimful of melody then, that it runs over; and his gushing strains, so sweet and clear, may be heard a half mile away.

A pair of these birds once made a nest in thicket of briars very near the ground. It was built of small sticks, filled in with layers of dry leaves, and was lined with fine, threadlike roots; but there was no mud plaster to make it firm and strong.

These birds build so low that the winds cannot shake their nests, so they do not need to make them very secure.

Within the nest the mother bird laid five greenish-white eggs, dotted with reddish-brown; they were prettily ovate in form, and nearly an inch in length.

Now it happened, one day, while the owners of this small abode were away from home, that a large, black snake took it upon himself to visit their quarters, in search of fresh eggs.

He had hardly made his way through the tangled briars when the two birds returned, and, finding the intruder's head so near their open door, they flew at him in a great fury.

They beat him with their strong wings, and pecked at his head and eyes with their hard, horny beaks, till he was forced to glide swiftly away thru the sharp, thorny briars that pierced and stung him on either side.

Soon afterwards the mother bird took her place upon the nest, and she did not leave it until the eggs were hatched.

Her mate kept her constantly supplied with beetles, crickets, and other insects, and I am afraid that he stole a kernel of corn now and then from a newly-planted hill. But the large number of insects that he destroyed more than made amends for the theft.

One day a man, who was strolling in the fields, came upon the nest of small fledglings, and carried one of them home with him to raise as a pet.

The parent birds pursued him, scolding loudly, but finally returned to the nest to look after the others that were still left to them.

The young thrasher was put into a cage, and he grew to be very tame, and had many cunning ways.

When a crust of bread was thrown into his cage, he would pick it up and carry it to his saucer of water and soak it well before eating it.

Like his parents, he was fond of crickets, beetles, wasps, and all insects having a crusty, hard covering for their bodies.

One day a large wasp was dropped into his food basket. He caught it, at once, and knocked and thrashed it about till its wings were so broken that it could no longer fly.

Then he threw it down on its back, and eyed it very closely to see if it had a sting; and, to make himself very sure on this point, he took up the insect's abdomen in his bill and gave it a tight squeeze, so as to make the poison flow out, before he ventured to swallow it.

Then he gulped it down with a relish, and turned his pretty head from side to side, as if asking for more.

As he did so, there was a proud look in his golden-yellow eye, that seemed to say, "Oh, I am a knowing fellow; but it is not to be wondered at, for I belong to a very gifted family."—*Short Stories of Our Shy Neighbors.*

American Book Company

Special Days.

The Last Days of School

ELOISE G. TOPLIFF IN SCHOOL EDUCATION.

Every teacher desires that the last day of school shall be a pleasant memory to herself as well as the children. She also looks forward to this as a day when she hopes to see the parents and school board present in the schoolroom. She therefore plans every detail of the day's exercises with extra care that it may be a success, both from her point of view and that of the parents, the children, and the board. In some districts it is almost impossible to secure the attendance by any ordinary means, of those people who should be interested in the school. The teacher who is original will perhaps be able to attract them by some ingenious device. She who is not may perhaps welcome a few suggestions.

INVITATIONS AND COMMITTEES

Send out invitations several days before the last day. These may be written out in your own very best hand or by some of your older pupils. It would be well to allow some of your older pupils to do this, as their feeling of responsibility would then be aroused. A committee of pupils might be appointed to do this, and the invitations signed with their names. If possible send with this invitation a written program of the exercises. This will prove much more attractive than an invitation alone. From among your pupils select committees to perform special duties with regard to the entertainment and instruct each committee carefully as to its particular duties. If the responsibility rests upon the pupils they will be much more apt to acquit themselves with credit than if the teacher keeps all the responsibility. They will take pleasure in doing these things, too. Make out a list of members of committees and place it on the blackboard as soon as you have selected the members. Besides the committee on invitations, have one on programs, one on decorations and a seating committee.

If you have looked forward to this day for some time you will find that it is not nearly the work to prepare for it that it would be if you had not had this previous preparation. If essays and compositions have been saved, several of the best of these may be read. Songs that have been learned during the year may be sung instead of attempting to learn all new songs. Children should always have some favorites. If possible, let these be sung and the children will enter into them much more heartily. Recitations that have been used during the year may also be repeated.

Just here let me give a word of warning. Be sure that every thing that enters into your celebration has the right tone. Do not allow any songs or recitations to be given that are not strictly first class in every respect. A

poem may be funny without being vulgar, dialogs just as interesting if pupils do not blacken their faces and assume grotesque attire. You want your visitors to feel that the work of this day is a reflection of the work that has been done during the year; that it has been the best that it was in your power to give, and that it has elevated, not lowered, the moral and mental stature of your pupils.

DISPLAY WRITTEN WORK

You wish, of course, to display the results of your school work in the form of papers written by your pupils. These should be saved and some of the work of each pupil exhibited. If you have space for it, use papers written the first of the year as well as those of later date. The improvement in work will then be apparent. Any special work that has been done, as the making of maps of products, animal charts, etc., could be displayed to advantage and will be much appreciated by visitors. For better display of papers cover one of your blackboards neatly with cheesecloth. This will make a good background for the papers and they may easily be pinned to it.

Some of the boards may be used for mottoes and drawings made by the pupils. They will enjoy helping with all these arrangements. Other decorations may be flags draped on the walls, and all the flowers you can procure and arrange. If a curtain is necessary, it may be hung on a wire across one corner or end of the room and some boy appointed to take charge of it.

Now as to class recitations. It is a question to be decided by your own judgment. If your pupils have enjoyed and profited by your work, they will undoubtedly enjoy having a few short lessons. If you have been in the habit of having general lessons, one might be arranged for this day. Do not take up new and unfamiliar material, rather let it be in the nature of a general review. Exercises in mental arithmetic are also enjoyable.

THE PROGRAM

The program should have been rehearsed very thoroly, so that each pupil knows exactly when he is to appear, and so that no announcements need be made. I once attended the closing exercises of a German parochial school where the teacher had one hundred pupils. For two hours I sat and listened to songs, recitations and dialogs. No announcements were made, each child rose from his place at the proper time, mounted the platform and performed his part, and each one of them acted as if he enjoyed it. There was no sign of uneasiness, altho some of the children could not have been more than six years old. It was marvelous to me, and at the close of the exercises I asked the teacher how he had succeeded in securing such results. He only said, "Oh, we always have such exercises; all we do is to drill," and he seemed mystified that I should ask him so foolish a question.

You probably have some pupils who could not possibly be trained so as to present anything creditably alone. For these choose something that may be appropriately spoken in concert. Several concert recitations will also give you an opportunity to have each pupil take part, thus you will avoid hurting any tender little feelings by omitting some from the program. Open the exercises with a song. Wandering attention is thus attracted, as it would not be by an individual opening part. Then follow with recitations, compositions, songs, etc. Action songs or recitations are always interesting, as are charades and dia-

logs, if good ones can be procured. The following selections are designed merely to furnish material often difficult to procure. The teacher, of course, must arrange her own program according to the material she has at her command. If it promises to be long, a short intermission might be given. This will also afford the visitors an opportunity of examining the work displayed.

For opening songs may be sung *The Festive Day*, in the Cecilian Series of Story and Song, part one; In Our Schoolroom, in *Merry Melodies*; *Merrily Every Bosom, Song Favorites*. For closing songs, *Joys of Vacation, Parting Song, or Vacation Song*, in Gantvoort's Music Reader for Rural and Village Schools. Motion songs may be found in Primary Calisthenic Songs, with Music Drills. For little ones, this Kindergarten song from St. Nicholas is very effective:

TWO WAYS OF DOING.

(A Kindergarten Motion Song)

There was a little bird so gay (1), gay (1), gay (1),
Said a boy, (2) "Little bird, will you stay, stay, stay?" (3)
Said the bird, "I really fear (4)
That I cannot linger here, (5)
As I do no not care for that kind of play, play, play." (6)

There was a little bird so gay (1), gay (1), gay (1),
Said a girl, (2) "Little bird, will you stay, stay, stay?" (7)
Said the bird, "I do not mind (8)
Since you are so very kind, (9)

And I'll sing a little song for your pay, pay, pay." (10)

MOTIONS

1. Clap hands.
2. Drop on one knee.
3. Aim with bow and arrow.
4. Shake head for no.
5. Step back.
6. Flying motion with the arms.
7. Scatter crumbs.
8. Nod head for yes.
9. Hop forward.
10. Duck, salute, and run off.

—St. Nicholas.

Robert Louis Stevenson and James Whitcomb Riley have written many beautiful poems suitable for primary pupils. *Marching Song, My Shadow, and My Treasures*, Stevenson, may all be acted out in ways that will be suggested by the poem and prove to be very attractive. Other poems for children may be found in *Round the Year in Myth and Song*. *The Rainbow Fairies* by L. M. Hadley is specially good.

A Seed

Oh! a wonderful thing is a seed:
The one thing deathless ever,
The one thing changeless, utterly true,
Forever old, forever new,
And fickle and faithless never.

Plant hate, and hate will spring;
Plant love, and love will grow;
To-day you may sow, to-morrow will bring
The blossoms that show what sort of a thing
Is the seed, the seed that you sow.

—Sel.

Child Study.

Cultivate Mental Backbone

I wish to discuss briefly a little group of closely related characteristics of every truly educated man or woman. I refer to those feelings of modest self-confidence, to that calm, deliberate, reasoned independence of thought and action, to that willingness to assume, that ability to appreciate, and that strength of purpose to live squarely up to definite responsibilities; in a word, to that mental backbone, which is as indispensable to the efficient activity of the mind, as is the physical backbone to the activity of the body.

These characteristics, these habits, for such they are in great part, mark the very flower and culmination of true education; yet they are not learned from books, they are not taught in twenty-minute daily exercises according to some modern pedagogic device; they result, rather, from the conditions under which the pupil is compelled to do his daily work.

Too Much Help.

Of late, there has been recalled more than once with regret one feature of the old ungraded district school, in which a single teacher presided over so many classes and pupils of all ages that there was no time for individual assistance and little for real teaching; if most of the pupils learned little, under these circumstances, the few that did learn, learned themselves; what they got was theirs, mastered by their own efforts. Such independent efforts themselves, not their results alone, go to make up the most precious part of education. Modern methods of close grading and opportunity for individual instruction unquestionably furnish conditions a long way in advance of those that prevailed in the old district school. At the same time, these very advantageous conditions permit, nay, actually encourage a fault of educational procedure the direct opposite of that chiefly characteristic of the ungraded school. Instead of little or no assistance, too many pupils now receive and consequently grow to expect altogether too much help. This is not the direct fault of supposedly favorable conditions, but is due to their misuse. There is not too much, in most schools not yet half enough, opportunity for real teaching and for individual attention. But such opportunity was never intended to be used in doing for the pupil what he ought to do for himself, what only the pupil can do, if it is to be of any educational value to him. There is good reason to fear that, all unintentionally, unconsciously even, too much of the teacher's effort results in humoring rather than in strengthening the weakness of her pupils. It is not the business of the teacher to do for the pupil, but to so arrange the conditions that the pupil can and must do for himself.

The Home's Responsibility.

This weakness of modern education—I fear my characterization is only too well justified—is not the product of

the school alone; the home must share the responsibility. In fact, very often on the well intentioned but over indulgent parent rests the greater part of this responsibility. Short hours and many recitations, possibly too many, leave comparatively little time in school for entirely independent effort on the part of the pupil. The home lessons, if the parent does not unwisely interfere, furnish the indispensable opportunity for entirely self directed work. But how often the parent allows herself to be made the main support of her child at home, as the teacher is in school! The poor, dear boy doesn't understand the work at all; "Teacher didn't explain a bit; I raised my hand to ask her and she said 'all hands down.'" So what is left the patient mother to do, who is so anxious that her boy stand well in his class and receive his promotion, but to get his lessons for him from beginning to end, provided the boy will accept her methods.

What Can the Parent Do?

But what can the parent do that will be of assistance and not a real hindrance in this very vital phase of her child's education? Must she turn a deaf ear to the child's complaints and simply do nothing? Turn a deaf ear to the child's complaints, for the most part, yes, but do a great deal. But the parent fears there is good ground for the assertion that the teacher has not sufficiently explained how to get the lesson; "teachers and their methods are so queer now-a-days, anyway." It is true that teachers do err occasionally, sometimes, perhaps, requiring "bricks without straw;" but if your child is constantly bringing home such reports and from different teachers, too, you may be morally certain that the weakness lies not wholly with the teacher.

But, as just said, while turning a deaf ear, the parent should do a great deal. What is of most importance? Nothing, I should say, that requires any acquaintance with the most approved modern methods, not even with the subject of instruction. First of all, see that the child works faithfully, energetically, with determined purpose, during a given time which is set aside and kept sacred to study; never allow him to sit in helpless inactivity or run off to play, because, forsooth, the teacher didn't explain in a way to satisfy his exacting requirements. Can't the poor child walk at all, because he hasn't been told minutely how to take every step. If not, it is high time he began to learn.

To the child who has been supported all his life by the teacher on the one hand and the parent on the other, the first steps alone will be difficult and painful, but they must be taken and taken early, if that child is ever to be really educated, to be anything more than a mere tool. The time will soon come when he must not only work his problems, but furnish his own directions and explanations.

Preparation of Home Lessons.

In intimate connection with this daily, persistent effort, and largely as a result of it, the pupil must come to feel responsible for preparing regularly the lessons assigned. Parents can do a great deal to keep before their children and to impress upon them this responsibility, until it becomes a habit. How many children, especially boys, now feel that any fair excuse for failure is just about as creditable as a lesson well learned? It is not an occurrence wholly unknown, that parents actually encourage this feeling by requesting the teacher to excuse the child

from recitation because, for some trifling reason, the lesson had not been studied. There should be developed in the child, rather, the feeling that no excuse, however reasonable, is a quite satisfactory substitute for performing a task for which he was made responsible.

Perhaps the lessons are sometimes too long, perhaps the, child did study faithfully a reasonable length of time, perhaps fuller explanations ought to have been given by the teacher, nevertheless, I maintain that if this feeling of responsibility for that work is so acute in the child that he goes to school with considerable trepidation, even under these circumstances, little harm will result compared with that which will follow the habit of repudiating responsibility. Life will soon present its problems to our children; many will be long and difficult and accompanied by no explanations. It will not do to give them up because they are blind and puzzling, nor will it suffice, even, to have worked at them faithfully a reasonable length of time. *They must be done, cost what it may.*

When our children fail to perform a task for which they are held responsible, they should be made, if possible, to experience something of that same feeling of disgrace which agitates the conscientious business man who is unable to meet his obligations.

Does not the great weakness in the education of pupils who leave our schools today consist, not especially in lack of knowledge, but rather in unwillingness, in inability fully to assume and faithfully to discharge responsibilities, however slight? They can not be depended upon, as we say; and that, very naturally, because they can not depend upon themselves. Is not this irresponsibility, in fact, the really vital defect in the educational equipment of so many men who fail to put to effective use the abundance of natural and acquired talents which they apparently possess?

The parent who feels unable to assist directly with the technical work of the school need not feel discouraged; it may easily be a true blessing to the child. There is certainly enough that any parent can do, and that, too, of the highest educational value, along the lines just discussed.—*Passaic, N. J., School Report.*

My Country

I love the land that gave me birth
A land so fair to see,
To me the dearest spot on earth,
The land of liberty.

I love to hear the joyful strain,
That rolls from sea to sea,
Echoed from every hill and plain—
The anthem of the free.

Praise to the honored men who died,
Freedom and right to save—
The nation's joy, the nation's pride—
For us their lives they gave.

Long o'er the glorious land they loved
The loyal and the brave—
May freedom rule, of God approved,
And peace her banner wave.

—By the Author of "*America*."



School Management

A Military Drill

MARY E. FITZGERALD.

Two or three years ago a principal undertook to organize an anti-cigarette society on the merits of the case, but failed completely.

Lately one of the teachers in the same school became interested in the subject, and, baiting a hook with the promise of a drill, succeeding in catching about twenty boys.

Once a week she drilled them until she found she was reaching the limit of her capabilities in that direction; then she interested a few of the cadets in the high school in the work. The young men came to her assistance dressed in uniform and as boys love "the military" as well as women are said to, the effect was startling.

Names could not be enrolled fast enough and at last the condition had to be made that only boys who were well behaved in school could join the young army.

Now, whether the effect is lasting or not remains to be seen; but the sight of some of the most incorrigible boys in school standing straight as ramrods and obeying instantly the commands of a young man in a gray uniform, has shown some astonished teachers what can be done when sufficient interest is aroused.

The conduct in the rooms has been improved and the thankful teachers are calling benedictions down upon the head of the one who was willing to devote her time and energies to this reformation.

The cadet's custom of saluting each other, their respectful cap-in-hand attitude toward whatever lady they happen to address, and the dignity they confer on those they drill by calling them "men," had a salutary effect upon boys who, with the exception of those in the lowest and highest rooms, consider it beneath their dignity to raise their hats to anyone.

A drill of that kind ought to be established in every school. The calisthenics are well enough in their way but every child, feeling that they are lessons, goes thru them in a perfunctory sort of style. A drill is another thing entirely; surely some enterprising young man might be found in every neighborhood to take charge of it. Make the membership depend upon the conduct, and there will be some dignity and honor attached to it.

The question has arisen as to whether those boys ought not to have been so well taught that "right for right's sake" would have been a sufficient inducement to join the anti-cigarette league. Those who know boys as they are in their present state of undevelopment will say one thing; those who see things as they would like them to be, will say another; but the teachers whose slouchy boys have been straightened up, whose rude boys have become courteous, whose lazy boys have become alert, say nothing; they are too full for utterance.

Weather Influence

In a recent issue of the Educational Review there was an article by E. G. Dexter, of Columbia University, on "Weather Influence on the Mental Activities of Children." Mr. Dexter has investigated the records of punishments administered to children in the schools of Denver, Col., preserved thru a period of fourteen years. He also examined the records kept for two years in the primary schools of New York City, and his conclusions were drawn from these records. As he studied several hundred cases, 606 in Denver alone, and also examined the record of weather conditions at the time the misdemeanors were committed, his conclusions are worthy of consideration.

He says: "In the study of humidity some startling disclosures were made. To generalize, they are that conditions of low humidity are accompanied by very many more than the normal number of misdemeanors in the schools, while high humidities show corresponding deficiencies. When we consider that those 'muggy,' 'sticky' days, when everybody feels it a particular prerogative to be 'out of sorts,' are of the latter class, this seems quite incomprehensible. Yet in Denver humidities between 10 and 30, conditions never experienced at sea level, were accompanied by six times the normal number of misdemeanors, and in New York, those between 50 and 55 showed an excess of 33 per cent., or one-third more than the normal. These facts are, without doubt, due to the electrical state of the dry atmosphere indicated." The observations and experiences of our own primary teachers will bear Mr. Dexter out in his further conclusions that children's misdemeanors increase in windy weather, while the majority of troublesome children will be good enough on clear, quiet days. If, as he says, and undoubtedly he is correct, "the effect of an increased electrical potential of the atmosphere is to stimulate the output of nervous energy and increase the motor activity," exercises should be arranged by which this energy may be expended. "Motor activity" could have full play, with the teacher's consent, and in this way misdemeanors be prevented, and punishment be diminished.

As the "windy month" is with us once more, it would be well to prepare for a series of vigorous physical exercises, and arrange for them to occur more frequently in the daily work than the regular program calls for.—*Educational Review*.

Strange as it may seem the teacher who aims at development of character, and employs the course of study as a means to this end and not as the end itself, usually procures better results in all departments of work than the one whose whole effort is concentrated upon the achievement of such results. But upon closer investigation it will be found to be the most natural consequence. Children who have been trained to habits of neatness and accuracy in all things will be better spellers than those who are made to regard the reciting off of word-lists as the great thing. Those who strain their best energies to solve a problem in arithmetic and would not sacrifice one tittle of honesty for the sake of the result, will achieve better success in number work than those who have been taught to regard the getting of the correct answer by hook or crook as the one and all.—*Teacher's Institute*.

A Course of Study for Parochial Schools.

BY AN EXPERIENCED CATHOLIC TEACHER.

[The work of primary grades—first, second, third and fourth—was covered in the May number of the JOURNAL. As noted in that issue this outline is intended chiefly to afford suggestions for shaping a course. It will be continued in our next number.]

GRAMMAR DEPARTMENT.

FIFTH, SIXTH, SEVENTH, EIGHTH GRADES.

Christian Doctrine.

Aside from the lessons in the Cathechism and the Bible History, instruct the pupils regarding the ceremonies and pious practices of the Church. Strive in every way befitting a teacher who is not a priest, to make the lessons interesting and attractive. A vast amount of important instruction may be given by the parish school-teacher, without trespassing on the domain of theology, and this duty should be fulfilled with great zeal.

Reading.

Ability to read well, like skilful execution in music, can be acquired only by steady, systematic practice. Refer to instructions given for the preceding grades. The Fourth Reader is to be used in the Fifth Grade if the pupils are not able to read it well. The things to be regarded are the monotone, and the adoption of the ordinary colloquial tone of voice.

Arithmetic.

Fifth Grade or Year.—First Term.—“The Complete Arithmetic.” Factoring, Greatest Common Divisor, Least Common Multiple, and Reduction of Simple Fractions.

Second Term.—Fractions: Common and Decimal, in all their practical applications, including U. S. Money and Simple Interest. Time in years and months. Divide the work into monthly tasks. Have oral contests on Fridays.

Sixth Year or Grade.—First Term.—Weights and Measures. Compound Numbers. Measurements of Rectangular Surfaces and Solids.

Second Term.—Miscellaneous Problems embracing a Review of Sixth and Previous Grades. Simple Interest. Time expressed in years, months, and days.

Seventh Year or Grade.—First Term.—Percentage and its applications; Profit and Loss, Commission and Brokerage, Insurance, Simple Interest reviewed.

Second Term.—Discount, Stocks, Taxes and Customs, Exchange. Miscellaneous Review. An excellent means to make the principles of Percentage clear is to require the pupils to compose original examples involving these principles.

Eighth Year or Grade.—First Term.—Ratio and Proportion, Partnership, Involution and Evolution, Mensuration of Surfaces and Solids.

Second Term.—Domestic Exchange. Longitude and Time. Miscellaneous Problems. Review of the most important topics of Sixth and Seventh Grades.

Grammar and Composition.

Selection.—From the reader and other textbooks, one kind of sentence or one part of speech for the lessons of a week, or even month. Require complete information regarding the subject assigned for a lesson. Teach by subject, not by the pages of the book. Assign such lessons for selections as will present the difficulties of the subject under consideration.

Composition.—Each day, have the pupils write a number of original sentences illustrating the subject of the day's lesson. Have an essay written regularly once a month, and a letter once a week. Subjects for the former may be drawn from geography, history and nature; the latter may be written from various cities, giving general information regarding them.

In order to succeed well, be systematic. 1. Assign a subject, arrange an outline of it; treat of it orally, and direct pupils to proper books of reference. 2. Let the class collect notes, and teach them how to use these without detracting from the originality of their compositions. 3. Correct the pencil work, and have the corrected work copied with ink in a book.

Pupils must use their own language, not that of the books consulted, regarding the subject.

HISTORY.—Introductory Survey.

This work is to be chiefly in the form of supplementary reading and not strictly memory exercise. The geography and the maps should be used freely in connection with it.

First month.—The story of Columbus; of the Indians and the Mound builders; the story of the Mississippi, De Soto and Marquette; of St. Augustine and Santa Fe; of the circumnavigation of the globe; of Sir Walter Raleigh.

Second month.—The story of Jamestown, Capt. John Smith, Pocohontas; of Henry Hudson; of the Pilgrim Fathers; Gov. Bradley and the Chief; King Philip's War.

Third month.—The story of Wm. Penn; of Roger Williams; of Lord Baltimore; the Pequot War; the Charter Oak. Of the settlement of Georgia.

Fourth month.—Story of the Three Wars. Story of Montcalm and Wolfe.

Fifth month.—Story of the Revolutionary War. 1. Cause. 2. Navigation Act; 3. Acts of Trade; 4. Writs of Assistance; 5. The Stamp Act; 6. The Tea Tax. Story of How the War began, and of Lexington; Story of the Battle of Bunker Hill.

Sixth month.—The story of Ethan Allan; of Montgomery and Arnold. The Declaration of Independence. Story of Geo. Washington. 1. Com. in Chief; 2. At New York; 3. Retreat; 4. Trenton. 5. Princeton; 6. at Philadelphia; 7. Valley Forge. The Story of Putnam. Story of Ben. Franklin; Of Mad Antony. Of Paul Jones. The Treason of Arnold. The Story of Major Andre. Story of De La Fayette. Story of the end of the War, including siege of Yorktown.

Seventh month.—Washington as President; Aaron Burr; Alexander Hamilton; War with Tripoli; Louisiana; Slave Trade; Quarrel with England; Steamboats.

Eighth month.—Our second war with England; the naval battles of the war of 1812; Jack-

son and Scott; Pirates and Privateers; Calhoun, Clay and Webster; The origin of Whigs, Democrats and Republicans; The Invention of the Telegraph.

Ninth month.—War with Mexico; Gen. Taylor, and Gen. Scott; Santa Anna; Discovery of Gold in California; Missouri Compromise; Monroe Doctrine; the Nebraska Kansas Bill.

Tenth Month.—Read the Civil War. Learn it if there is time.

History Course Proper.

FIRST YEAR.

First Month.—Begin by giving the pupil a general idea of the condition of Europe at the close of the 15th Century; The invention of the printing press, revival of learning, religious disturbances and persecutions. Effect of these things on the exploration and settlement of America.

The Period of Discovery.—Nations interested. Explorers. Parts explored. Claims. Settlements. Dates. Relation to after events.

Object.—The main point in the study of this period is to know what territory was claimed and settled by each nation and to have some general knowledge of these nations.

Suggestions.—When beginning a certain period, each pupil should prepare an outline map of the country to be filled in as the study progresses. Indicate towns and places with numbers, and make an index to the map. Have the pupil bring an original outline of the lesson; and a certain number of original questions. Making out these questions will cause him to notice many a feature of the lesson which he would otherwise pass by. Do not confine yourself to one text-book; have several for reference, and always be prepared to tell your pupils where to find additional information.

Second Month.—Period of Settlement.

General knowledge.—James I., Charles I., Cromwell, Charles II., James II., William and Mary; Queen Anne.

Special Study.—Virginia. Outline the subjects on the board. Maryland. Massachusetts. New York. Pennsylvania. Delaware. New Jersey. Georgia.

Third month.—Intercolonial Wars. French and Indian War.

General knowledge.—French and English claims. Condition of Europe at the time of the Colonial Wars.

Special Study.—From Outline Maps. King William's War. Queen Anne's War. King George's War. Cause and Objective Points of the French and Indian War. Results.

Fourth Month.—Revolutionary War.

General knowledge.—Affairs in Europe just before and during the American Revolution. Its effect in Europe.

Special Study.—From a minute outline:—Causes, progress, and termination of American Revolution. Always use the maps.

Fifth Month.—Government Affairs.

General Knowledge.—French Revolution.

Special Study.—From Outline. Articles of Confederation. Ordinance of 1787. The Constitutional Convention. The Constitution. Condition of Colonists. Washington's Administration.

Sixth month.—Review from the first. Use

Maps. Fix a few important dates. Study what is stated regarding a few prominent men, and noted events.

Seventh Month.—Washington's Administration. Adams' Administration. Jefferson's Administration.

Eighth month.—Madison's Administration. Monroe's, also John Quincy Adams' Administration. Internal Improvements.

Ninth and Tenth Month.—Reviews, examinations and contests (oral and written).

SECOND YEAR.

First Month.—Jackson's and Van Buren's Administrations.

Second Month.—Harrison's and Tyler's Administrations. Polk's, Taylor's and Filmore's Administrations.

Third month.—Pierce's and Buchanan's Administrations. Review for 'Xmas examination begins.

Fourth month.—Lincoln's Administration. Outlined carefully. Continue Review.—Read Magazine articles on Lincoln and the War.

Fifth month.—Emancipation Proclamation and the battles that followed. The purpose of the battles of the Civil War. Show which one of the six purposes was favored by each battle. Results of the War.

Sixth month.—Johnson's Administrations. Grant's, Hayes', Garfield and Arthur's, Cleveland's, Harrison's, Cleveland's McKinley's Administrations.

Seventh month.—The History of Slavery, from its origin in U. S. to the time it was abolished.

Eighth month.—History of the state in which your school is located. Other local history—that of your county, city, etc. An account of celebrated citizens of the State, county or town. Of citizens who have held office in the general Government at Washington.

Ninth and tenth months.—Reviews, examinations, contests (oral and written).

(To be continued.)

THE TEACHER'S INFLUENCE.

It has often been said that the first five, or at least the first ten, years of a child's life were the most impressionable. Sanford Bell, a Fellow in Clark University, has just made an investigation of the teacher's influence which seems to contradict this belief. He recently asked a thousand grown-up students in his class to tell what teacher did them the most good, what the most harm during their school or college life; at what age they were most influenced, and several other questions directly or indirectly hinging on these. The replies brought forth very diverse answers, but the general conclusions were about as follow: The period of greatest susceptibility to influence for good is between the ages of eleven and seventeen for girls, a maximum degree coming at fourteen; and between the years of twelve

In considering the purchase of books, school equipment, and supplies generally, don't forget the advertisers in THE JOURNAL. They are all reliable and leaders in their respective lines. Moreover, they are aiding greatly to give the Catholic teachers of the country a first-class professional magazine of their own, at small cost.

and nineteen for boys, a maximum degree coming at sixteen. Three-fourths of the men and one-half of the women testified in favor of men as teachers, although the chances for doing the pupils good seemed to be in favor of the women. Ninety-four per cent. of those testifying mentioned teachers whom they positively hated, and most of them emphasized the fatal effects of malevolence on the teacher's part, which in many cases was of a sort to injure the pupil's entire future life. The investigation brought out some other equally interesting facts, but the main disclosure is that the period of adolescence is the time when the boy or girl is most impressionable. If this conclusion is verified it may have great influence in changing our methods of education.—*The Independent.*

Catholic Teachers' Institutes.

[Under this head will be presented each month, letters, outlining the work pursued at the summer institutes of the different orders, the idea being to enable comparison of methods and exchange of good ideas. The first of the series was the Notre Dame Institute, at Elm Grove, Wis., reviewed in the April JOURNAL. Last month the Dominican institute was covered. This month we present:

SUMMER WORK OF SISTERS OF ST. MARY, LOCKPORT, N. Y.

BY A MEMBER OF THE ORDER.

During the summer vacation the sisters from the various academies and parochial schools, conducted by the order of the Sisters of St. Mary, assemble at the motherhouse for their spiritual retreat of eight days, after which institute sessions are held.

The program varies for different days. Lectures are delivered on methods to be employed in teaching Christian Doctrine and Ecclesiastical History.

A course is given in Mathematics, beginning with the fundamental principles in Arithmetic and continuing through Algebra, Geometry, and on to the intricacies of Trigonometry.

A special feature of the sessions is the instruction in harmony and theory of music, while much time is devoted to the improved methods of voice culture and instrumental music.

Methods in school management and all the branches taught, including the sciences and art are discussed.

The Academy being chartered under the University of the State of New York, enjoys the privilege of having its students and young teachers make the state examinations. An excellent normal course is presented, upon completion of which, the student is entitled to a State academic diploma.

"I have examined the CATHOLIC SCHOOL JOURNAL with interest and find it ideal in every respect."

HENRY COYLE, Editor Weekly Bouquet, Boston, Mass.

Washington, D. C.

"Thank God, I have lived to see the day when I could subscribe to a Catholic school journal."

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"We welcome THE CATHOLIC SCHOOL JOURNAL; it is certainly needed."

ST. JOSEPH'S CONVENT, Philadelphia.

"We heartily endorse THE JOURNAL and its worthy cause."

ST. MARY'S ACADEMY, Leavenworth, Kansas.

"We are pleased with THE JOURNAL."

HOLY CROSS CONVENT, Brooklyn, N. Y.

Books and Publishers.

THE A. FLANAGAN COMPANY, CHICAGO, is having much success with its new series of drawing books. The plan of the series is based on the three simple solids, sphere, cube and cylinder. The work is so arranged as to lead the pupil to the study, classification and correct representation of familiar objects. The idea of this is to awaken interest in the subjects and encourage closer and more intelligent study of the objects themselves. The books are eight in number, covering both primary and advance grades.

"STORIES AND TALES FROM THE ANIMAL WORLD" is the title of a book which comes to us from the Educational Publishing Co., Boston and Chicago. It is designed for supplementary reading in the lower grades. Stories of this kind are always intensely interesting to the young idea, and the author has made use of the fact, to impart knowledge in a most agreeable and effective form.

THE PRANG EDUCATIONAL CO., Fine Arts Building, Chicago, announces a summer class in drawing for teachers. The course will open on July 15 and continue three weeks. Considering the work to be covered and the ability of the conductors, the tuition fee of \$5.00 per week is rather moderate. The location of the school in the same building with many of Chicago's leading artists, and within a block or so of the Art Institute affords especial advantages.

A very decided impression has been produced by a novel called "The Wizard's Knot," recently published. The author of the book is Rev. Dr. Barry, a Roman Catholic clergyman, who has already won a high reputation as a novelist, and who has decidedly added to his repute by this latest of his works.

Mr. Marion Crawford is now engaged upon a novel the scene of which is laid in Florence. He has gone minutely into the genealogies of some of the great families, which ruled social Florence in the past. This is Mr. Crawford's way of writing a historical novel: he starts with a storehouse of facts. When once he has begun a book, he writes at it regularly until it is finished. When he goes to New York, his publishers reserve a room in which he works.

THE JOHN MURPHY COMPANY, Baltimore, has issued a valuable work entitled BIBLICAL LECTURES. Rev. Francis E. Gigot, S.S., professor of Sacred Scripture at St. Mary's Seminary is its author. The plan of the book is found in ten popular lectures on general aspect of the Sacred Scriptures, viz:

(1) The Bible as a Literature. (2) The Historical Aspect of the Bible. (3) The Dogmatic Teaching of the Bible. (4) Morality and the Bible. (5) Religious Worship in the Bible. (6) Theocracy in the Bible. (7) The Bible a Book of Devotion. (8) The Bible and the Miraculous. (9) The Bible and the Popular Mind. (10) The Bible, the Inspired Word of God.

Pastors desiring copies of the April number of THE JOURNAL containing the article on "Methods of Supporting Parochial Schools," by Rev. Louis S. Walsh, Supt. of the Boston Catholic Schools, may obtain same by writing to us.

Eastern and Western Summer Schools Present Interesting Courses of Lectures.

The committee on studies of the Columbian Catholic Summer school has just completed the list of lectures for the coming session, which will open at Detroit, Mich., July 9, and continue until the 31st.

The course of lectures consists of three lectures on "Fundamental Ethics," by Rev. Joseph Campbell, D. D., of St. Paul, Minn.; the subjects are, "Conscience," "Morality," and "Imputability of Moral Evil." Dr. Henry Austin Adams, of Brooklyn, N. Y., will deliver a course of three lectures on biographical subjects; one lecture will be on "Daniel O'Connell." The Rev. Myles J. Whelan, of Baltimore, Md., will give three lectures: subjects, "Authority in Religion," "Religious Indifferentism," and "The Reunion of Christendom." Thomas O'Hagan, L. L. D., Ph. D., of Toronto, Can., will speak on "Woman in Shakespeare," and "Charles Dickens."

Some of the Lectures.

Prof. Monaghan, of the State University, Wisconsin, will speak on "Labor and Strikes," "Trusts," and "Commercial Expansion."

Rev. Michael O'Connor, S. J., of Chicago, will deliver three lectures; subjects not yet announced. James Jeffrey Roche, editor of the Boston Pilot, will speak on "Irish Wit and Humor" and "Some Newspaper Experiences." Rev. F. B. Doherty, C. S. P., of New York city, will speak on "The Friars in the Philippines;" "With the Army at Manila," and "The Outlook in the Philippines." Rt. Rev. Thomas Conaty, rector of the Catholic university of Washington, will deliver three lectures on educational subjects.

Other Features.

Rev. Joseph Schrems, of Grand Rapids, Mich., will lecture on "The Catholic Church and Civil Liberty." Hon. M. J. Wade, of Iowa City, Ia., will speak on "Some Grave Social Problems." Rev. J. P. Carroll, D. D., president of St. Joseph's college, Dubuque, Ia., will speak on "King Lear." Rev. Martin S. Brennan, A.M., Sc.D., of St. Louis, will give an illustrated lecture on "The Sidereal Universe." Rev. E. P. Graham, of Cleveland, Ohio, will also deliver one lecture.

Thursday, July 18, has been set apart for the Knights of Columbus. The lecturer for this occasion has not yet been announced.

Special arrangements have been made for impressive religious ceremonies on the Sundays during the session of the school. Among church dignitaries who will be present are, Cardinal Martinelli, Mgr. Falconio, apostolic delegate to Canada; Archbishop Katzer; Bishop Richter; Bishop O'Gorman, and Archbishop Bruchesi, of Montreal.

Large Attendance Expected.

A Sunday School Conference will be

held during the first week of the school. The speakers already announced are, Rev. J. T. O'Connell, of Toledo, O., Rev. M. J. O'Brien, of Green Bay, Wis.; Rev. Frank O'Rorke, Monroe, Mich., and Miss Minnie Kelliher, Green Bay, Wis. These conferences will be in charge of Very Rev. J. E. Dolphin, president of St. Thomas college, St. Paul.

During the second and third weeks of the school a Teachers' Institute will be held, under the charge of Dr. Edward McLoughlin, of Chicago.

Coincident with the sessions of the school will be held the meeting of the Reading Circle Union. These meetings will continue throughout the entire session of the school.

A very large attendance is already assured, on account of the special attractions of the school, and the low rates of fair in connection with the National Educational meeting at Detroit.

Special stop-over privileges will be granted to those who wish to attend the Pan-American exposition at Buffalo.

THE EASTERN SCHOOL PROGRAM.

PROMINENT LECTURERS.

The officers of the Catholic Summer school which gathers yearly at Plattsburg, N. Y., have announced the program activities for the session of nine weeks, which opens in July. A new departure is the introduction of three special study courses of six weeks each for the benefit of professional people, viz., a course in logic, under Rev. Dr. Siegfried of Overbrook university; a course in Shakespeare by Profs. Taaffe and Coleman of the college of the City of New York, and a course in the writing of English by Rev. John Talbot Smith, LL.D.

This year an effort has been made to give the faculty of the school a thoroughly representative character as far as the prominent colleges are concerned. The Washington university is represented among the lecturers by Msgr. Conaty, its rector; Prof. Robinson of the law department; Prof. Charles Aiken and Prof. Charles Neill; Ottawa university sends Rev. M. J. Fallon; Georgetown university Rev. D. Pardon; Boston college, Rev. Thomas Gascon; New York City college, Messrs. Taaffe and Coleman; St. Thomas' college of Washington, Rev. James J. Fox. The University of Pennsylvania has a representative in Dr. James J. Walsh, the lecturer on biology and the history of scientific progress. In addition, such lecturers as Rev. Joseph Delaney, Henry Austin Adams, Rev. P. J. Mahoney, Miss Eugenie Ulrich, Walter P. Terry and Rev. Herbert Farrell of New York; Herbert Carruth, Thomas A. Mullen and Rev. Mortimer Twomey of Boston; Msgr. Loughlin of Philadelphia; Rev. Charles Shee-

dy of Pittsburg and Hon. Thomas Lincoln of New Hampshire will discuss various questions.

The main topic of the regular lecture course, which is altogether distinct from the study course, are to be American history, contemporary rationalism, Buddhism, biology, ethics, economics, progress of sciences, history and literature. For the teachers of the public schools in New York examinations will be held in the study courses according to the requirements issued by Supt. Maxwell of New York's public schools. In a late circular the superintendent demands from students at a summer school that they bring home certificates of attendance and of successful examination and also notebooks that will serve as a supplementary evidence of the work accomplished.

ARCHB. IRELAND ON INDIAN SCHOOLS.

Archbishop Ireland states that one of the objections on the part of Catholics to the management of Indian affairs was revoked by Secretary Hitchcock before his departure for the west. The objection referred so was the so-called Browning ruling concerning the education of Indian children.

"Mr. Browning," said the archbishop, "was commissioner of Indian affairs under President Cleveland, and he made the ruling that Indian children registered at any time in a government Indian school would not be allowed, during the whole term of their education, to leave that school for a private or denominational school, no matter how urgent the Indian parent might be to place the child elsewhere. This rule would have worked great hardship to Indian Catholic parents, and would have been in reality a denial of the right of those desirous of sending their children to Catholic schools. Protests were made by Catholic missionaries and different members of the hierarchy.

"The rule, indeed, never received universal application, and under Mr. McKinley's administration, Mr. Jones, commissioner of Indian affairs, had the ruling practically suspended. However, here and there an Indian agent would undertake to enforce it, and the demand was made that it be completely revoked—blotted out from all statutes regulating the education of Indian children. This is what has been done by Mr. Hitchcock, and whatever grievances may have existed have totally disappeared, to the great satisfaction of the missionaries and of all who understand the spirit of American government."

The archbishop adds that whatever may be thought of the withdrawal by Congress from Indian denominational schools of all financial support, this much is clear to him—that the admin-

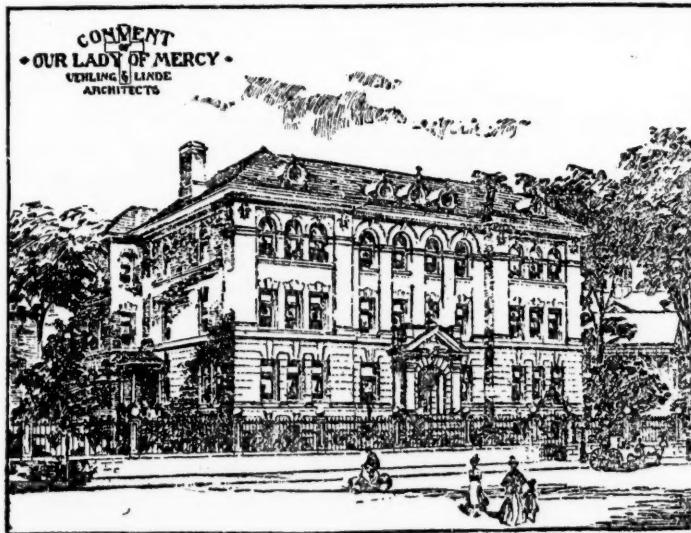
istration is resolved to allow the fullest liberty to such schools to do their work with their own resources and fullest liberty to Indian parents to send to those schools their children as far as they may desire to do so.

Despite strenuous opposition from representatives of German Catholic societies in Chicago, the committee of school management passed a resolution providing for free text books in the first four grades of the grammar schools. The trustees were almost evenly divided on the matter, and a majority of only one vote was shown in its favor. A long discussion, which was heated at times, preceded the final passage of the measure.

The societies were represented at the meeting by Theodore Thiele, president of the United German Catholic societies. Trustee Meier questioned President Thiele as to whether the United German Catholic societies intended to bring injunction proceedings against the board, and was informed that the bill had been filed. The trustees were urged to take action, as the injunction suit cannot be taken up until there is definite action on the part of the board of education against which to direct it. The following motion was passed:

"Be it resolved, That it is the sense of the board of education that free text books be purchased for the lower grades of the elementary schools of this city, and that the superintendent be instructed to make such arrangements to that end as he may deem necessary."

NEW CONVENT OF THE SISTERS OF MERCY, MILWAUKEE.



The above is an elevation of the new building designed for the Sisters of Mercy to be erected on National avenue, between Tenth and Eleventh avenues. It is to be used as a motherhouse for the members of the order in this city, and as a day school for girls. When an addition now contemplated has been added, boarding scholars will be admitted. The first floor consists of class rooms, two music rooms, reception, dining rooms and kitchen. The living rooms will be on the second floor, together with a chap-

el having a seating capacity of 100. Sleeping apartments for the sisters and the novices are to be on the third floor, together with an infirmary. The building will have eighty feet frontage on National avenue and about fifty feet in depth. The exterior will be of hydraulic pressed brick with Bedford stone trimmings. The interior is to be finished throughout with hard wood and it is to be ready for occupancy about October. Ground has already been broken.

News in Brief.

The following priests and religious died during the past month:

Rev. Joseph Rosenberg, of the Diocese of Cleveland, Rev. Joseph Le Halle, S. J., Rev. Clement Rogozinski, of the Archdiocese of Milwaukee; Rev. George Allman, Diocese of Pittsburgh; Rev. E. S. Phillips, Scranton; Rev. James Leddy, Buffalo; Rev. Francis Fitzpatrick, St. Louis; Rt. Rev. Monsig. Joos, Detroit.

Sister De Sales, of Loreto Convent, Atlanta, Ga.; Sister Dolorata, of the Sisters of St. Joseph; Sister Simeon, of the Sisters of Charity of Providence; Sister M. Scholastica, Sisters of St. Mary; and Sister M. De Chantal, Order of St. Ursula.

The entrance examinations for Trinity college, Washington, D. C., will take place from June 4 to June 7 at Trinity college or by special arrangement, at the following centres:

Boland Trade school, Madison avenue and 51st street, New York; Academy of Notre Dame, Berkeley street, Boston; Academy of Notre Dame, West Rettenhouse Square, Philadelphia; St. Mary's Convent, Webster avenue, Pittsburgh; Mt. Alysius Academy, Cresson Pa.; St. Joseph's Academy, Rich street, Columbus; Academy of Notre Dame, East Sixth street, Cincinnati; Loretto Academy, Loretto, Ky., Nerinx P. O.; Academy of the Visitation, Cabanni Place, St. Louis; Mt. St. Mary's Academy, Leavenworth; Academy of the Visitation, University street, St. Paul; Academy of the Visitation, Alta Vista street, Du-

buque; Loretto Academy, Loretto Heights, Denver; Loretto Academy, Santa Fe; Loretto Academy, Montgomery, Ala.; Academy of Notre Dame, Santa Clara street, San Jose; Academy of Notre Dame, Mission Dolores, San Francisco; Mother House, Congregation of Notre Dame, Montreal.

A fee of five dollars must be paid at the centres. Application blanks may be had at any time by addressing the secretary.

Recently a gold medal was offered by the Daughters of the Revolution to any boy or girl in the city of Troy, N. Y., who would hand in the best essay, of not less than 500 words on "The Growth of the Public Schools." Many pupils of both sexes and from all schools entered the contest. The high school students were especially anxious to secure the prize, as in former years it was limited to the pupils of that institution. Among the large number who made the attempt were two pupils of La Salle institute, Troy, and it was one of these, John A. Barry, who was the successful candidate. This is an academy conducted by the Brothers of the Christian Schools. Brother Aebed is director.

A new school house costing \$20,000 will be erected this summer in connection with St. Joseph's Catholic church, Le Mars, Ia. The late Father H. J. Meis, for twenty-five years priest of the parish, in his will left nearly all his money towards this object, which will be carried out according to directions in his will. A committee of eight, with Father Feuerstein as chairman, has been appointed to take care of the funds and superintend the building, which will be constructed of stone.

Fifteen cases of small-pox were discovered in St. Francis Polish convent on Aubin avenue, Detroit, and the entire institution has been quarantined by the Board of Health. There are 225 children and 218 nuns in the convent. The disease is of a mild form and no deaths are expected. This convent is the motherhouse of the Felician Sisters.

Recently the mother-superior at St. Joseph's convent, Cedar Rapids, Ia., discovered that the lock on her private desk had been broken and two boxes stolen. One of the boxes contained about \$26 in cash, and the other about half a dozen valuable deeds and insurance policies, also a note held by the sisters for \$178.72.

The Sisters of Mercy of Cedar Rapid, Ia., have completed negotiations for the purchase of one of the most beautiful pieces of property in Cedar Rapids for the purpose of erecting a new Mercy hospital to cost in the neighborhood of \$75,000. It is expected that work on the new building will begin immediately.

St. Joseph's college, at Katonah, N. Y., which for a quarter of a century has been directed by the Christian Brothers, has been condemned by the New York Water Shed Commissioners. The college property consists of sixty-five acres of land and several large buildings. The Christian Brothers ask \$395,000 damages. All of the buildings will have to be taken down because they are on the water shed line.

The Catholics of Ionia, Ia., are erecting a new school building and expect to have it ready by September 1. Father Henry Forkerbrock is the pastor.

The Sisters of Mercy are having a new school for girls built at National and Ninth avenues, Milwaukee. It will be a modern structure in every way. On the third floor will be an infirmary with sleeping apartments.

Ordinations at Mt. St. Mary's seminary, Emmitsburg, Md., will take place this year in St. Peter's cathedral, Cincinnati, and Right Rev. Bishop H. J. Alerding, D.D., of Fort Wayne, Ind., will officiate in order to relieve the venerable archbishop. Some forty priests will be ordained for various dioceses of the United—the largest class in the fifty years' history of old Mt. St. Mary's of the west. The dates of ordinations have been fixed and are June 18, 19, 20 and 21.

Charles M. Schwab, president of the billion dollar steel trust, has authorized the erection of a large building for the Mt. Aloysius academy at Creston, Pa., to cost \$30,000 or more. It will be called Alumni Hall.

The use of the "Cross of the Immaculate Conception," a symbol lately gotten out, has been disapproved of by the holy office at Rome, according to a letter of Cardinal Martinelli to the American Ecclesiastical Review. The emblem combines the image of the Blessed Virgin with that of the cross, thus placing her where the Savior properly should be. This is misleading, and as it is apt to teach false doctrine, this symbol should not be used by Catholics.

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Clement Studebaker, of South Bend, Ind., has presented a sum of money to the Notre Dame Oratorical association, the interest to be used for prizes to be given to three men chosen to represent Notre Dame in the annual debate with the representatives of the University of Indianapolis.

Work has already commenced on the new Catholic school at Eagle Grove Ia., which when completed will have cost about \$10,000. The Sisters from Sinsinawa Mound, Wis., will be the teachers. It will be a monument to the zeal of the good pastor at Eagle Grove.

In the will of the late Mrs. Jules Reynal, of New York, the following charitable bequests are named:

Foundling Asylum of the Sisters of Charity, New York, \$5,000; association for befriending children and young girls, known as the House of the Holy Family, New York, \$2,000; St. Joseph's Seminary, New York, \$2,000; the college of St. Francis Xavier, New York, \$500 for its Altar society; college of St. Francis Xavier, church of St. Agnes and church of St. John, of White Plains, \$1,000 to be divided equally, for masses.

Of the 272,000 Indians in the United States, more than 100,000 are Catholics. Of these Catholic Indians there are 10,000 children of school age.

A school for novitiates will be opened under the care of the order of the Sisters of Providence of Canada, in Missoula, Mont., next month. This school will prepare novices to take the veil and send out sisters to Canada and the northwest. Six novices have already made application to enter.

The Sisters of Mercy, at Milwaukee, netted over \$60 through a recent bazaar. The money will aid them greatly in carrying out projected work.

Graduation day this year at the university will be on June 5. His Eminence Cardinal Martinelli will preside at the ceremony. The annual sermon on the last Sunday of the scholastic year will be preached June 2, by Rev. Thomas J. O'Brien, S. T. L., inspector of schools of the diocese of Brooklyn. Father O'Brien is an alumnus of the university.

Very Rev. James A. Lannigan of Buffalo, has in course of construction a parish hall to cost \$50,000. It will be one of the most completely equipped buildings of its kind in this section of the country. It will contain swimming pools, baths, bowling alleys, billiard and reading rooms, a large hall and one of the most modern gymnasiums in that state.

The Sulpician Fathers are making active preparations for the opening of their new house of studies at the Catholic university in Washington, D. C., next October. Dr. Magnien, of St. Mary's seminary, Baltimore, goes to Paris this summer to complete arrangements for that event with the Very Rev. Father Captier, superior of the Sulpician society.

At the reception tendered Cardinal Martinelli, by Rt. Rev. Monsignor Conaty, at the Catholic University, Washington, on May 13, there were present besides members of the diplomatic corps and Government officials, representatives of the Jesuit, the Franciscan, the Dominican, Sulpician, Paulist, Holy Cross and Marist Orders, Christian Brothers, Brothers of Mary, and a large number of secular priests from the city churches.

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